

Heritage Academy Charter Schools
Heritage Academy of Del Rio
2019-2020 Campus Improvement Plan

Accountability Rating: A



HERITAGE
A C A D E M Y TM

Board Approval Date: June 7, 2019
Public Presentation Date: June 7, 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: All students will be taught in an environment that is safe, drug-free, and conducive to learning.	13
Goal 2: Students across all grade levels will meet or exceed state standards in reading, math, writing, science and social studies for STAAR by June 2020.	14
Goal 3: 100% of all students will have access to educational opportunities that promote college and career readiness and produce well-rounded graduates who are prepared for future responsibilities by June 2020.	18
Goal 4: Increase program options to develop and reinforce strengths, needs, and interests of students in special programs.	20
Goal 5: Parent involvement will increase by 20% for the school year 2020.	22
Comprehensive Support Strategies	24
Title I Schoolwide Elements	26
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	26
1.1: Comprehensive Needs Assessment	26
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	26
2.1: Campus Improvement Plan developed with appropriate stakeholders	26
2.2: Regular monitoring and revision	26
2.3: Available to parents and community in an understandable format and language	26
2.4: Opportunities for all children to meet State standards	27
2.5: Increased learning time and well-rounded education	27
2.6: Address needs of all students, particularly at-risk	27
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	27
3.1: Develop and distribute Parent and Family Engagement Policy	27
3.2: Offer flexible number of parent involvement meetings	27
Title I Personnel	29

Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Heritage Academy of Del Rio is approximately 150 and serves students in grades 9th through 12th grade. According to the 2017-2018 TARP Report of our campus profile, student population includes: White 87%, Asian 0%, African American 0%, American Indian 13%, Economically Disadvantaged 48%, Limited English Proficient (LEP) 58%, At-Risk 79%, Migrant 0% , Special Education 5%, 504 4%, and Dual Credit 16%.

Demographics Strengths

- Early RTI plans are in place and updated continuously with current academic data
- After-school tutorials are offered for all students.
- ELL student identification and placement into the ESL Program within the 20 day period
- ELL's are receiving more daily direct instruction.
- At-Risk students receive extra support. For example, after-school tutorials, in school tutorials and online programs.

Problem Statements Identifying Demographics Needs

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

Student Academic Achievement

Student Academic Achievement Summary

Methods used to collect data reviewed throughout the needs assessment process included stakeholder surveys, 2018 campus-level student performance-based report (e.g., Accountability Ratings and Federal Report Cards), 2018-2019 SY state and local student assessment data (e.g., STAAR, and Benchmarks), district/campus-level analysis of curriculum resources, instructional support programs (e.g., Reading Horizons, CTE online courses, Accelerated Reader and Study Island), 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 and Math Specialist).

According to the data collected throughout the school year the area of weakness is English I. Once weaknesses are identified, teachers plan instruction accordingly to target the areas of need. If needed, teachers plan for targeted student intervention & instruction by peer tutoring, Saturday camps, after school tutorials, on-line programs and pull-out programs. Teachers will continue to receive opportunities for more staff development targeted toward their testing subject.

Student Academic Achievement Strengths

- U.S. History 100% passing rate
- Algebra 93 % passing rate
- Biology 91% passing rate
- Dual Credit enrollment has triple from last school year
- 0% Dropout Rate
- CTE programs meet state requirement

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: English 1 EOC below district expectations. **Root Cause:** There is a need to increase academic instruction by setting high expectations in correlation with TEKS in English I.

School Processes & Programs

School Processes & Programs Summary

Instruction/Curricular

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

Personnel

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

School Processes & Programs Strengths

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

Data sources-

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

- EOC Scores
- Accelerated Reader
- Edgenuity

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Limited access for students to become proficient with modern technology. **Root Cause:** Heritage Academy of Del Rio lacks smart boards, projectors and Elmo's to better prepare students for modern technology.

Problem Statement 2: Professional development for teachers and support staff is not adequately provided throughout the school year. **Root Cause:** Lack of comprehensive professional development plan for teachers and staff.

Problem Statement 3: A need for a staff preparedness and exposure to district policies outlined in employee and parent/student handbooks are below expectations. **Root Cause:** Lack of clear understanding about employee practices/accountability aligned with district policies/expectations outlining employee attendance, student supervision, professional communication/conduct, and grievance policies.

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The school needs to facilitate more opportunities for parents to be informed (ESL/general expectations) and involved in their children education. **Root Cause:** Due to the newly formed Parent Action Committee protocols still not mastered.

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

Priority Problem Statements

Problem Statement 1: English 1 EOC below district expectations.

Root Cause 1: There is a need to increase academic instruction by setting high expectations in correlation with TEKS in English I.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Limited access for students to become proficient with modern technology.

Root Cause 2: Heritage Academy of Del Rio lacks smart boards, projectors and Elmo's to better prepare students for modern technology.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The school needs to facilitate more opportunities for parents to be informed (ESL/general expectations) and involved in their children education.

Root Cause 3: Due to the newly formed Parent Action Committee protocols still not mastered.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: The growing number of ELL students reflects the support needed for teachers on continuing to meet their needs.

Root Cause 4: Provide more academic support and interventions to ESL program. (Educators/students)

Problem Statement 4 Areas: Demographics

Problem Statement 8: Professional development for teachers and support staff is not adequately provided throughout the school year.

Root Cause 8: Lack of comprehensive professional development plan for teachers and staff.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There are minimal community sponsorship and partnerships beyond local resources to promote school identity, student and parent awareness, equity in schools.

Root Cause 9: Minimal record of participation in social events/activities to engage regional and community resources in promoting student/parent awareness and academic growth.

Problem Statement 9 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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SAT and/or ACT assessment data

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1: All students will be taught in an environment that is safe, drug-free, and conducive to learning.

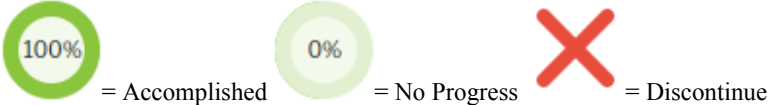
Performance Objective 1: Teachers, staff, parents and community members will work collaboratively to increase a positive and safe environment by 5%.

Evaluation Data Source(s) 1: Student Survey

Parent Survey

Sign-in Sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Provide training for teachers, staff, and administration in dealing with high-needs student intervention topics, such as bullying, cyber-bullying, harassment, mediation, etc.	3.1, 3.2	Principal Assistant Principal Teachers Counselor	Decrease Referrals Decrease incident of bullying Sign-in Sheets			
2) The school will create partnerships with local agencies to participate and disseminate information about the public services their agencies offer in order to promote a safe environment.	2.6, 3.1, 3.2	Counselor Assistant Principal Principal	Agendas Roster of Community Agencies and Organizations Sign-in Sheets			
3) Students will participate in safety awareness presentations. Red Ribbon Week DRPD Presentations Sheriff Presentations	2.4, 3.1, 3.2	ESL Coordinator Assistant Principal Principal	Minutes of Meetings Sign-in Sheets Agendas			
4) Monthly student incentives will be given to promote positive behavior.	2.4	Principal	Motivational speaker/Teamwork speaker			
						

Goal 2: Students across all grade levels will meet or exceed state standards in reading, math, writing, science and social studies for STAAR by June 2020.

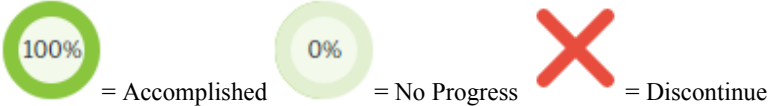
Performance Objective 1: English I and II EOC assessment scores will improve by 5% by 2020 school year.

Evaluation Data Source(s) 1: STAAR/EOC Reading Analysis

Edgenuity Progress Reports
 Benchmarks
 Nine Weeks assessment
 Total System
 Walkthrough and observation data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy 1) Provide a reading and writing specialist to assist teachers and students with reading interventions and strategies.	2.4, 2.4, 2.5, 2.6	Assistant Principal Principal	Benchmarks MAP TELPAS STAAR/EOC			
	Funding Sources: 211 ESSA-Title I, Part A - 5000.00					
Comprehensive Support Strategy 2) Use reading assessment/development data to identify students at risk for reading difficulties, to further diagnose, to plan intervention and to measure progress.	2.4, 2.4, 2.5, 2.5, 2.6	ELA Teachers ESL Coordinator ESL Teachers Assistant Principal Principal Title I Teacher	Benchmarks MAP DMAC TELPAS STAAR/EOC Edgenuity Reports			
	Funding Sources: 211 ESSA-Title I, Part A - 5000.00					
Comprehensive Support Strategy 3) Provide professional development in reading instruction.	2.4, 2.5, 2.5, 2.6	ESL Coordinator Assistant Principal Principal	Benchmarks MAP TELPAS STAAR/EOC Observations			
	Funding Sources: 211 ESSA-Title I, Part A - 5000.00					
Comprehensive Support Strategy 4) Utilize and monitor Reading Horizons, Study Island and Edgenuity for Reading.	2.4, 2.4, 2.5, 2.6	All Teachers Assistant Principal Principal	Benchmarks MAP TELPAS Accelerated Reading STAAR/EOC Edgenuity			
	Funding Sources: 211 ESSA-Title I, Part A - 5000.00					

Comprehensive Support Strategy 5) Students will keep journals in Eng. I and Eng. II classes to summarize and synthesize information learned.	2.4, 2.4, 2.5, 2.6	All Teachers ESL Coordinator Principal	Journal Checks			
	Funding Sources: 420-General Fund - 0.00					
Comprehensive Support Strategy 6) Saturday school will be offered twice in March to better prepare students for the STAAR/EOC	2.4, 2.4, 2.5, 2.5, 2.6	All Teachers ESL Coordinator Assistant Principal Principal	Sign-in Sheets Assessment Reports observations Schedules			
	Funding Sources: 211 ESSA-Title I, Part A - 23800.00					
Comprehensive Support Strategy 7) Provide a Title I teacher to assist teachers and students with interventions and strategies in reading and math.	2.4, 2.4, 2.5, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal	Increased student academic performance in ELA and math. Increase parent involvement in planning and school wide activities.			
	Funding Sources: 211 ESSA-Title I, Part A - 23800.00					
8) Implement Writing Process Folders to 9th grade students to reinforce the writing process.	2.4, 2.5	Principal	Record of writing samples Benchmarks MAP			
9) Students will have the opportunity to visit the County Library every other week to enhance their reading comprehension.	2.4, 2.5, 2.6	Title 1 Teacher Principal Assistant Principal ELA Teacher	Benchmarks MAP Accelerated Reader Program			
						

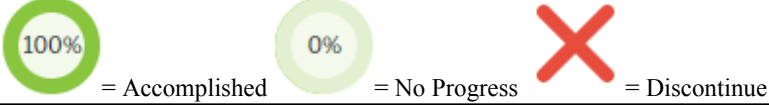
Goal 2: Students across all grade levels will meet or exceed state standards in reading, math, writing, science and social studies for STAAR by June 2020.

Performance Objective 2: Science and social studies EOC assessment scores will remain above 90% for 2020 school year.

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

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

Summative Evaluation 2:

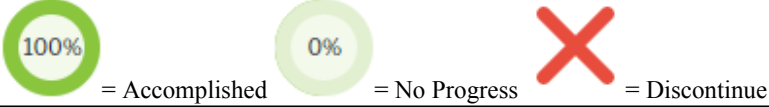
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Comprehensive Support Strategy</p> <p>1) Students will have access to a science laboratory to perform experiments and showcase them.</p>	2.4, 2.5, 2.6	Science Teacher Assistant Principal Principal	Walkthrough Observations Assessments STAAR/EOC			
<p>Comprehensive Support Strategy</p> <p>2) Utilize and monitor Study Island and Edgenuity for Science.</p>	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Science and Social Studies Teacher Assistant Principal Principal	Walkthrough Observations STAAR/EOC Lesson plans Edgenuity Reports			
<p>Comprehensive Support Strategy</p> <p>3) Provide professional development for science instruction.</p>	2.5, 2.6	ESL Coordinator Assistant Principal Principal	STAAR/EOC Results Benchmarks MAP Lesson Plans			
<p>Comprehensive Support Strategy</p> <p>4) Continue implementing the Total System for after school tutorials.</p>	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal	On-line Google Sheets Observations Increase Assessment results			
						

Goal 2: Students across all grade levels will meet or exceed state standards in reading, math, writing, science and social studies for STAAR by June 2020.

Performance Objective 3: Algebra I EOC assessment will remain above 90% for the 2020 school year.

Evaluation Data Source(s) 3: Walkthrough and observation data
 STAAR Progress Measure results
 District Benchmark Item Analysis
 Total System
 Edgenuity Reports
 YPG's (Yearly Planning Guides) and SPG's (Student Performance Guides)

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Utilize and monitor Study Island and Edgenuity for math.	2.4, 2.5, 2.6	All Teachers Assistant Principal Principal Title I Teacher	Benchmarks MAP TELPAS STAAR Edgenuity Reports			
2) Provide professional development in math instruction.	2.4, 2.5, 2.6	ESL Coordinator Assistant Principal Principal	Benchmarks MAP TELPAS STAAR			
3) Continue implementing the Total System for after school tutorials.	2.4, 2.5, 2.6	Principal	On-line Google Sheets Observations Increase Assessment results			
4) Saturday school will be offered twice in March to better prepare students for the STAAR/EOC.	2.4, 2.5, 2.6	All Teachers ESL Coordinator Assistant Principal Principal	Sign-in Sheets Assessment Reports observations			
						

Goal 3: 100% of all students will have access to educational opportunities that promote college and career readiness and produce well-rounded graduates who are prepared for future responsibilities by June 2020.

Performance Objective 1: All high school students will be prepared to graduate on time and equipped for college and career readiness.

Evaluation Data Source(s) 1: Record of applications

Tests results (PSAT, ASVAB, SAT, ACT)


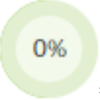

Transcripts

Personal Graduation Plans

Individual Education Plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy 1) Provide dual credit opportunities for eligible HS students through payment of tuition, textbooks and transportation.	2.4, 2.5, 2.5, 2.6	Counselor Principal	Increased student achievement and college /career readiness by June 2019. Student Dual Credit Enrollment			
Comprehensive Support Strategy 2) Meet with parents to discuss student transition plan.	2.5, 2.5, 2.6, 3.1	Counselor Principal	Sign in Sheets Observations			
Comprehensive Support Strategy 3) Provide students opportunities to get familiar with college/careers (workshops).	2.4, 2.5, 2.6	Counselor Assistant Principal Principal	Record of applications submitted Sign in sheets Copy of handouts			
Comprehensive Support Strategy 4) Counselor will provide information on college application process, PSAT,PACT, TSI, ASVAB, SAT, and ACT.	2.4, 2.5, 2.6	Counselor Assistant Principal Principal	Record of applications submitted Sign in sheets Copy of handouts			
Comprehensive Support Strategy 5) Provide coherent CTE course sequences and resources for middle school and high school students.	2.4, 2.4, 2.5	Counselor CTE Teachers Principal	Increased student participation in coherent CTE courses.			
Comprehensive Support Strategy 6) Make "College Day" visits available to all Juniors and Seniors.		Counselor Assistant Principal Principal	Record of applications submitted Sign in sheets Copy of handouts			

<p>Comprehensive Support Strategy</p> <p>7) Schedule at least one college fair for the Junior and Senior class to increase college awareness on admissions, scholarships and financial aid process.</p>	<p>2.4, 2.5</p>	<p>Counselor Assistant Principal Principal</p>	<p>Program of presenter</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>						

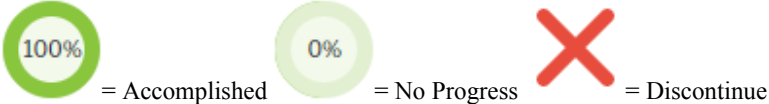
Goal 4: Increase program options to develop and reinforce strengths, needs, and interests of students in special programs.

Performance Objective 1: 80% of the English Language Learners will continue to make progress in their listening, speaking, reading, and writing skills.

Evaluation Data Source(s) 1: STAAR/End-of-Course Scores

- TELPAS Results
- Benchmarks
- Nine Weeks Exams

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Comprehensive Support Strategy</p> <p>1) Ensure all teachers are teaching the English Language Proficiency Standards (ELPS) as part of their daily core content curriculum.</p>	2.4, 2.6	ESL Coordinator Assistant Principal Principal Counselor	Lesson Plans Walkthroughs TELPAS Increase passing rates for ELL students in courses Increase student performance rates for ELL students on STAAR/EOC			
<p>Comprehensive Support Strategy</p> <p>2) Ensure all teachers use best ELL practices within the classroom to reinforce listening, speaking, reading and writing skills through use of Reading Horizons and Study Island technology resources.</p>	2.4, 2.6	ESL Coordinator Assistant campus administrator Campus Administrator Title I Teacher	Walkthroughs Program Evaluations STAAR/EOC TELPAS			
<p>Comprehensive Support Strategy</p> <p>3) ESL training will be offered to all ELL parents and teachers by the ESL Coordinator.</p>	2.4, 2.6, 3.1	Principal	Sign in sheets Agendas Observations			
						

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

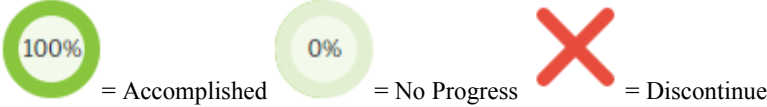
Performance Objective 2: Heritage Academy of Del Rio will increase the academic performance of all SPED students across all STAAR/EOC assessments.

Evaluation Data Source(s) 2: DMAC

MAP

STAAR/EOC

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy 1) All teachers will be trained and supported throughout the school year in meeting the needs of SPED students.	2.4, 2.4, 2.5, 2.5, 2.6	Special Administrator Counselor Assistant Principal Principal SPED Teacher	Sign-in Sheets Observations Training Agendas			
Comprehensive Support Strategy 2) SPED Teacher will plan with content area teachers during their conference period to increase student academic achievement and follow their IEP's.	2.4, 2.4, 2.5, 2.5, 2.6	Special Educ. Administrator All Teachers Principal Title I Teacher	Assessment reports Observations			
						

Goal 5: Parent involvement will increase by 20% for the school year 2020.

Performance Objective 1: Parent involvement will increase by 20% in parental meetings to increase a more positive and educational environment.

Evaluation Data Source(s) 1:

Staff Survey




Parent Satisfactory Survey

Parent Teacher Association (PTA) Participation

ESL Advisory Participation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Increase the level of parent involvement to improve student achievement. Open House Thanksgiving Luncheon Christmas Program Spring Festival Muffins with Mom Donuts with Dad Talent Show Science Fair	3.1	All Teachers Assistant Principal Counselor	Sign in Sheets Record of activity Website announcement			
2) Provide monthly calendars of school related activities and information.	3.1	Administrative Assistant Principal	Sign in Sheets Record of activity Website announcement			
3) All communication with parents via calls, mail outs and website links will be made available in both English and Spanish.	3.1	Administrative Assistant Assistant Principal Principal	Mail Phone calls Website			
4) Student planners will be use daily to reinforce teacher and parent communication.	3.1	Principal	Improve school/parent communication .			

5) Ensure representation of community and parent involvement in the decision-making process. LPAC Campus Improvement Plan CTE	3.1	ESL Coordinator Assistant Principal Principal	Minutes of Meetings Sign-in Sheets Agendas			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>0% = No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Provide a reading and writing specialist to assist teachers and students with reading interventions and strategies.
2	1	2	Use reading assessment/development data to identify students at risk for reading difficulties, to further diagnose, to plan intervention and to measure progress.
2	1	3	Provide professional development in reading instruction.
2	1	4	Utilize and monitor Reading Horizons, Study Island and Edgenuity for Reading.
2	1	5	Students will keep journals in Eng. I and Eng. II classes to summarize and synthesize information learned.
2	1	6	Saturday school will be offered twice in March to better prepare students for the STAAR/EOC
2	1	7	Provide a Title I teacher to assist teachers and students with interventions and strategies in reading and math.
2	2	1	Students will have access to a science laboratory to perform experiments and showcase them.
2	2	2	Utilize and monitor Study Island and Edgenuity for Science.
2	2	3	Provide professional development for science instruction.
2	2	4	Continue implementing the Total System for after school tutorials.
3	1	1	Provide dual credit opportunities for eligible HS students through payment of tuition, textbooks and transportation.
3	1	2	Meet with parents to discuss student transition plan.
3	1	3	Provide students opportunities to get familiar with college/careers (workshops).
3	1	4	Counselor will provide information on college application process, PSAT,PACT, TSI, ASVAB, SAT, and ACT.
3	1	5	Provide coherent CTE course sequences and resources for middle school and high school students.
3	1	6	Make "College Day" visits available to all Juniors and Seniors.
3	1	7	Schedule at least one college fair for the Junior and Senior class to increase college awareness on admissions, scholarships and financial aid process.
4	1	1	Ensure all teachers are teaching the English Language Proficiency Standards (ELPS) as part of their daily core content curriculum.
4	1	2	Ensure all teachers use best ELL practices within the classroom to reinforce listening, speaking, reading and writing skills through use of Reading Horizons and Study Island technology resources.
4	1	3	ESL training will be offered to all ELL parents and teachers by the ESL Coordinator.
4	2	1	All teachers will be trained and supported throughout the school year in meeting the needs of SPED students.

Goal	Objective	Strategy	Description
4	2	2	SPED Teacher will plan with content area teachers during their conference period to increase student academic achievement and follow their IEP's.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The 2019-2020 CIP Committee, comprised of the school administrator, assistant administrator, parent/community representatives, and teacher, met in the beginning of May 2019 to complete a comprehensive needs assessment that would be used to generate the 2019-2020 CIP and begin the strategic planning process. As part of strategic planning, CIP Committee, district department members, and stakeholders utilized the needs assessment to analyze various types of data for the 2018-2019 school year.

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

2.2: Regular monitoring and revision

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

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

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The 2019-2020 CIP Committee, comprised of school administrators, assistant administrator, parent/community representatives, and several teachers, met beginning in May 2019 to complete a comprehensive needs assessment that would be used to generate the 2019-2020 CIP and begin the strategic planning process. Our CIP Steering 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 2019-2020 Campus Improvement Plan was also drafted along with a preliminary 2019-2020 budget. Through this process, our campus' strengths and weaknesses were identified in student achievement and parent and family engagement.

3.2: Offer flexible number of parent involvement meetings

1. The campus will take the following actions to involve parents in the joint development of its school Parent and Family Engagement plan

under section 1116(a)(1) of ESSA:

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

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

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

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

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Velma Valdez	Title I Teacher	Title I	1.0