

Heritage Academy Charter Schools
Heritage Academy Middle School 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Heritage Academy Middle School of Del Rio is approximately 210 students and serves grades 4th through 8th .

The student population includes: White 89%,Asian 0%, African American 1%, American Indian 10%, Native Hawaiian 1%.

Economically Disadvantaged 47%, Limited English Proficient (LEP) 64%, At-Risk 81%, Migrant 0% , Gifted and Talented 5%, Special Education 4%, and Sec. 504 8%.

Demographics Strengths

ELL's are receiving more daily direct instruction.

Early RTI plans are in place and updated continuously with current academic data.

At-Risk students receive extra support. For example, after-school tutorials, in school tutorials and online programs.

ELL student identification and placement into the ESL Program within 20 day of enrollment

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 for ESL program.

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 areas of weaknesses are 4th, 5th, 6th, and 7th grade ELA. 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

- 8th grade Reading and Math STAAR for the school year 2018-2019 above 80%
- 6th through 8th grade ELL students have shown progress in TELPAS
- Gifted and Talented Program has expanded by incorporating more activities
- Science and Social Studies curriculum continuing to improve

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 4th grade students do not meet district Reading accountability. **Root Cause:** Over 50% of the student population are ELL Beginners in the grade level.

Problem Statement 2: 4th and 7th grade students do not meet district Writing accountability. **Root Cause:** A large number of the student population are ELL beginner and intermediate.

School Processes & Programs

School Processes & Programs Summary

Instructional/Curricular

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

Personnel

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

School Processes & Programs Strengths

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

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

- Accelerated Reader
- Edgenuity

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Limited on access for students to become proficient with modern technology. **Root Cause:** Heritage Academy of Del Rio lacks smart boards, 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 Middle School of Del Rio prides itself on the family atmosphere it provides for staff, students and parents. Everyone involved in the daily routines of the school 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 Middle School of Del Rio.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There are minimal community sponsorships and partnerships beyond local resources to promote school identity, student and parent awareness, equity in schools. **Root Cause:** Minimal record of participation in social events/activities to engage regional and community resources in promoting student/parent awareness and academic growth.

Priority Problem Statements

Problem Statement 2: Limited on 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 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 for ESL program.

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 sponsorships 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic math assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

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

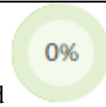
Sign-in Sheets

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, 3.1, 3.2, 3.2	Principal Assistant Principal Teachers	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, 2.6, 3.1, 3.1, 3.2, 3.2	Principal Assistant Principal Teachers	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	3.1, 3.2	Principal Assistant Principal PAC President	Decrease Referrals Decrease incident of bullying Sign-in Sheets			
4) Security fencing will be installed around the perimeter of the campus for safety precautions.	2.5	Principal	Staff, students, and parent will feel more secure on campus.			
5) Monthly student incentives will be given to promote positive behavior.	2.4, 2.6	Principal Assistant Principal	Decrease Referrals Decrease incident of bullying Sign-in Sheets			



= Accomplished



= No Progress



= Discontinue

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: Reading and writing STAAR results will improve by 5% by 2020 school year.

Evaluation Data Source(s) 1: STAAR 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, 2.6	Assistant Principal Principal	Benchmarks MAP TELPAS STAAR			
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, 2.5	ELA Teachers ESL Coordinator ESL Teachers Assistant Principal Principal Title I Teacher	Benchmarks MAP DMAC TELPAS STAAR Edgenuity Reports			
Comprehensive Support Strategy 3) Provide professional development in reading instruction.	2.5	ESL Coordinator Assistant Principal Principal	Benchmarks MAP TELPAS STAAR Observations			
Funding Sources: 211 ESSA-Title I, Part A - 500.00						

Comprehensive Support Strategy 4) Utilize and monitor Reading Horizons, Study Island and Edgenuity for Reading.	2.4, 2.6	All Teachers Assistant Principal Principal	Benchmarks MAP TELPAS STAAR Edgenuity			
	Funding Sources: 420-General Fund - 15000.00, 211 ESSA-Title I, Part A - 3000.00					
Comprehensive Support Strategy 5) Students will keep journals in all classes to summarize and synthesize information learned.	2.4, 2.6	All Teachers ESL Coordinator Principal	Journal Checks Monitor Written Expressions			
	Funding Sources: 420-General Fund - 150.00					
Comprehensive Support Strategy 6) 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			
	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, 2.5, 2.6, 3.1, 3.2	Principal Assistant Principal	Increase student academic performance in reading & math. Increase parent involvement in programs and support planning for school success activities.			
	Funding Sources: 211 ESSA-Title I, Part A - 23800.00					
8) Implement Writing Process Folders to 4th and 7th grade students to reinforce the writing process.		Principal Assistant Principal Writing Teachers	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	Title 1 Teacher Principal Assistant Principal ELA Teacher	Benchmarks MAP Accelerated Reader Program			
 = Accomplished  = No Progress  = Discontinue						

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: Mathematics STAAR results will improve 5% by 2020 school year.

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

STAAR Progress Measure results

District Benchmark Item Analysis

Total System

Edgenuity Reports

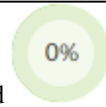
YPG's (Yearly Planning Guides) and SPG's (Student Performance Guides)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Comprehensive Support Strategy 1) Provide a Mathematics Specialist to assist teachers and students with math interventions and strategies.</p>	2.4, 2.5, 2.6	Assistant Principal Principal	Benchmarks MAP TELPAS STAAR			
Funding Sources: 211 ESSA-Title I, Part A - 5000.00						
<p>Comprehensive Support Strategy 2) Utilize and monitor Study Island and Edgenuity for math.</p>	2.4, 2.5, 2.6	All Teachers Assistant Principal Principal Title I Teacher	Benchmarks MAP TELPAS STAAR Edgenuity Reports			
<p>Comprehensive Support Strategy 3) Provide professional development in math instruction.</p>	2.5, 2.6	ESL Coordinator Assistant Principal Principal	Benchmarks MAP TELPAS STAAR			
Funding Sources: 211 ESSA-Title I, Part A - 500.00						
<p>Comprehensive Support Strategy 4) Continue implementing the Total System for after school tutorials.</p>	2.4, 2.6	Principal	On-line Google Sheets Observations Increase Assessment results			
<p>Comprehensive Support Strategy 5) Saturday school will be offered twice in March to better prepare students for the STAAR/EOC.</p>	2.4, 2.5, 2.6	All Teachers ESL Coordinator Assistant Principal Principal	Sign-in Sheets Assessment Reports observations			
Funding Sources: 420-General Fund - 1200.00						



= Accomplished



= No Progress



= Discontinue

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: Science and social studies STAAR results will improve 5% by 2020 school year.

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




STAAR Progress Measure results

District Benchmark Item Analysis

Total System

Edgenuity Reports

Summative Evaluation 3:




Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy 1) Students will have access to a science laboratory to perform experiments and showcase them.	2.4, 2.6	Science Teacher Assistant Principal Principal	Walkthrough Observations Assessments STAAR			
Comprehensive Support Strategy 2) Utilize and monitor Study Island and Edgenuity for Science.	2.4, 2.5, 2.6	Science and Social Studies Teacher Assistant Principal Principal	Walkthrough Observations STAAR Lesson plans Edgenuity Reports			
Comprehensive Support Strategy 3) Provide professional development for science instruction.	2.4, 2.6	ESL Coordinator Assistant Principal Principal	STAAR Results Benchmarks MAP Lesson Plans			
Funding Sources: 211 ESSA-Title I, Part A - 500.00						
Comprehensive Support Strategy 4) Continue implementing the Total System for after school tutorials.	2.4, 2.5, 2.6	Principal	On-line Google Sheets Observations Increase Assessment results			
 = Accomplished  = No Progress  = Discontinue						

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 middle 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
 Personal Graduation Plans
 Individual Education Plans

Summative Evaluation 1:

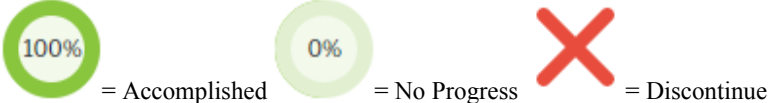
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy 1) Meet with 8th grade parents to discuss students high school graduation plan.	2.5, 2.5, 3.1, 3.1, 3.2, 3.2	Counselor Principal	Sign in Sheets Observations			
Comprehensive Support Strategy 2) Provide students opportunities to become familiar with college and careers.	2.4, 2.4, 2.5, 2.5	Counselor Assistant Principal Principal	Record of applications submitted Sign in sheets Copy of handouts			
Comprehensive Support Strategy 3) Provide coherent CTE course sequences and resources for middle school.	2.4, 2.4	CTE Teachers Principal	Increased student participation in coherent CTE courses.			
Funding Sources: 420-PIC 22 State Career & Technical - 200.00						
4) Train teachers with adequate graduation requirements and career plan paths offered by Heritage Academy.	2.5	Principal Assistant Principal	Increased student participation in coherent CTE courses.			
 = Accomplished  = No Progress  = Discontinue						

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

Performance Objective 1: Heritage Academy of Del Rio will ensure that 100% of the English Language Learners continue to progress in their listening, speaking, reading, and writing skills.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy 1) Ensure all teachers are teaching the English Language Proficiency Standards (ELPS) as part of their daily core content curriculum.	2.4, 2.4, 2.6, 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			
Comprehensive Support Strategy 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.	2.4, 2.4, 2.6, 2.6	ESL Coordinator Assistant campus administrator Campus Administrator Title I Teacher	Walkthroughs Program Evaluations STAAR TELPAS			
Comprehensive Support Strategy 3) Offer English as a Second Language trainings for all ESL parents and teachers by the ESL Coordinator.	2.4, 2.4, 2.6, 2.6, 3.1, 3.1	Principal	Sign in sheets Agendas Observations			
						

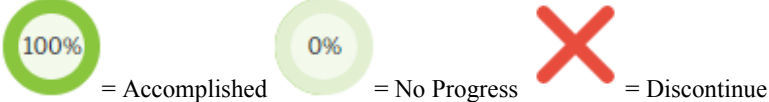
Goal 4: Increase program options that develop and reinforce strengths, needs, and interests of students in special programs.

Performance Objective 2: Heritage Academy of Del Rio will increase the academic performance by 5% of all SPED students across all STAAR assessments.

Evaluation Data Source(s) 2: DMAC

MAP
STAAR

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Comprehensive Support Strategy 1) All teachers will be trained and supported throughout the school year in meeting the needs of SPED students.</p>	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Special Administrator Counselor Assistant Principal Principal SPED Teacher	Sign-in Sheets Observations Training Agendas			
<p>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.</p>	2.4, 2.4, 2.5, 2.5, 2.6, 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 participation of 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 Moms Donuts with Dads GT Fair Talent Show Science Fair	3.1, 3.1, 3.2	All Teachers Assistant Principal Counselor	Sign in Sheets Record of activity Website announcement			
Comprehensive Support Strategy 2) Provide monthly calendars of school related activities and information.	3.1, 3.2	Administrative Assistant Principal	Sign in Sheets Record of activity Website announcement			
Comprehensive Support Strategy 3) All communication with parents via calls, mail outs and website links will be made available in both English and Spanish.	2.4, 2.6, 3.1, 3.2	Administrative Assistant Assistant Principal Principal	Mail Phone calls Website			
4) Student planners will be use daily to reinforce teacher and parent communication.	2.5, 3.1	Administration	Improve school/parent communication .			

<p>5) Ensure representation of community and parent involvement in the decision-making process.</p> <p>LPAC Campus Improvement Plan CTE GT</p>		<p>ESL Coordinator Assistant Principal Principal</p>	<p>Minutes of Meetings Sign-in Sheets Agendas</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>						

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 all 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	Provide a Mathematics Specialist to assist teachers and students with math interventions and strategies.
2	2	2	Utilize and monitor Study Island and Edgenuity for math.
2	2	3	Provide professional development in math instruction.
2	2	4	Continue implementing the Total System for after school tutorials.
2	2	5	Saturday school will be offered twice in March to better prepare students for the STAAR/EOC.
2	3	1	Students will have access to a science laboratory to perform experiments and showcase them.
2	3	2	Utilize and monitor Study Island and Edgenuity for Science.
2	3	3	Provide professional development for science instruction.
2	3	4	Continue implementing the Total System for after school tutorials.
3	1	1	Meet with 8th grade parents to discuss students high school graduation plan.
3	1	2	Provide students opportunities to become familiar with college and careers.
3	1	3	Provide coherent CTE course sequences and resources for middle school.
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.
4	1	3	Offer English as a Second Language trainings for all ESL parents and teachers by the ESL Coordinator.

Goal	Objective	Strategy	Description
4	2	1	All teachers will be trained and supported throughout the school year in meeting the needs of SPED students.
4	2	2	SPED Teacher will plan with content area teachers during their conference period to increase student academic achievement and follow their IEP's.
5	1	2	Provide monthly calendars of school related activities and information.
5	1	3	All communication with parents via calls, mail outs and website links will be made available in both English and Spanish.

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, ESL director, 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 from 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 in Spanish 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 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. 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 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