

# Heritage Academy Charter Schools

## Heritage Academy of Del Rio

### Improvement Plan

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



**HERITAGE**  
**A C A D E M Y <sup>TM</sup>**

**Public Presentation Date:** June 10, 2020

# 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 of Del Rio is approximately 150 and serves students in grades 9th through 12th grade. According to the 2018-2019 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 (Prioritized):** 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 Learning

## Student Learning 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 Learning 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 Learning Needs

**Problem Statement 1 (Prioritized):** 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
- Interim Assessment
- 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 (Prioritized):** Limited access for students to become proficient with modern technology. **Root Cause:** Heritage Academy of Del Rio lacks technology trainings.

**Problem Statement 2 (Prioritized):** 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.



# 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 (Prioritized):** 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 (Prioritized):** 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 Learning

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

**Root Cause 2:** Heritage Academy of Del Rio lacks technology trainings.

**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

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Federal Report Card 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
- SAT and/or ACT assessment data

## **Student Data: Student Groups**

- STEM/STEAM data

## **Employee Data**

- Professional development needs assessment 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 Sources:** Student Survey (Twice Per School Year)  
 Parent Survey (Twice Per School Year)  
 Sign-in Sheets  
 Referrals

**Summative Evaluation:** None

**Strategy 1:** Provide training for teachers, staff, and administration in dealing with high-needs student intervention topics, such as bullying, cyber-bullying, harassment, mediation, etc.

<p><b>Strategy's Expected Result/Impact:</b> Decrease Referrals          Decrease incident of bullying          Sign-in Sheets</p>	<b>Formative</b>
<p><b>Staff Responsible for Monitoring:</b> Principal          AP          Teachers</p>	<b>Nov</b>  <b>Feb</b>  <b>June</b>
<p><b>Title I Schoolwide Elements:</b> 3.1, 3.2  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None</p>	<b>Summative</b>  <b>June</b>
<p><b>Problem Statements:</b> None</p>	<p><b>Funding Sources:</b>          None</p>

**Strategy 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.





<b>Strategy's Expected Result/Impact:</b> Agendas Roster of Community Agencies and Organizations Sign-in Sheets	<b>Formative</b>
	Nov Feb June
<b>Staff Responsible for Monitoring:</b> Principal AP	
<b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None
<b>ESF Levers:</b> None	<b>Summative</b> June

**Strategy 3:** Students will participate in safety awareness presentations.

Red Ribbon Week  
 DRPD Presentations  
 Sheriff Presentations

<b>Strategy's Expected Result/Impact:</b> Minutes of Meetings Sign-in Sheets Agendas	<b>Formative</b>
	Nov Feb June
<b>Staff Responsible for Monitoring:</b> ESL Coordinator Principal AP	
<b>Title I Schoolwide Elements:</b> 2.4, 3.1, 3.2	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None
<b>ESF Levers:</b> None	<b>Summative</b> June

**Strategy 4:** Monthly student incentives will be given to promote positive behavior.

<b>Strategy's Expected Result/Impact:</b> Motivational speaker/Teamwork speaker		<b>Formative</b>  <b>Nov</b>  <b>Feb</b>  <b>June</b>  <b>Summative</b>  <b>June</b>
<b>Staff Responsible for Monitoring:</b> Principal		
<b>Title I Schoolwide Elements:</b> 2.4	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None	
<b>ESF Levers:</b> None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

**Goal 2:** Students across all grade levels will meet or exceed state standards in reading, math, writing, science and social studies for EOC by June 2021.

**Performance Objective 1:** English I and II EOC assessment scores will improve by 5% by 2021 school year.

**Evaluation Data Sources:** EOC Reading Analysis

Edgenuity Progress Reports

Benchmarks

Nine Weeks assessment

Total System

Walkthrough and observation data

**Summative Evaluation:** None

<b>Strategy 1:</b> Add a writing course to student schedule to assist students with reading and writing interventions and strategies.	
<p><b>Strategy's Expected Result/Impact:</b> Benchmarks MAP TELPAS EOC</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Principal AP</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p> <hr/> <p><b>Comprehensive Support Strategy</b></p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> Reading Specialist 211 ESSA-Title I, Part A</p>	<b>June</b>



**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.

<b>Strategy's Expected Result/Impact:</b> Benchmarks MAP DMAC TELPAS EOC Edgenuity Reports	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
<b>Staff Responsible for Monitoring:</b> ELA Teachers ESL Coordinator ESL Teachers Principal Title I Teacher	<b>Summative</b>
	<b>June</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> Study Island/Reading Horizons 211 ESSA-Title I, Part A \$5,000
<b>ESF Levers:</b> None	
<b>Comprehensive Support Strategy</b>	

**Strategy 3:** Provide professional development in reading instruction for teachers.

<b>Strategy's Expected Result/Impact:</b> Benchmarks MAP TELPAS EOC Observations	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
<b>Staff Responsible for Monitoring:</b> ESL Coordinator Principal AP	<b>Summative</b>
	<b>June</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None
<b>ESF Levers:</b> None	
<b>Comprehensive Support Strategy</b>	

**Strategy 4: Utilize Edgenuity for Reading.**

<b>Strategy's Expected Result/Impact:</b> Benchmarks MAP TELPAS Accelerated Reading EOC Edgenuity	<b>Formative</b>
	Nov  Feb  June
<b>Staff Responsible for Monitoring:</b> All Teachers Principal AP	<b>Summative</b>
	June
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None
<b>ESF Levers:</b> None	
<b>Comprehensive Support Strategy</b>	

**Strategy 5: Students will keep a journal in the Creative Writing class to summarize and synthesize information learned.**

<b>Strategy's Expected Result/Impact:</b> Journal Checks	<b>Formative</b>
	Nov  Feb  June
<b>Staff Responsible for Monitoring:</b> All Teachers ESL Coordinator Principal	<b>Summative</b>
	June
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> 420-General Fund
<b>ESF Levers:</b> None	
<b>Comprehensive Support Strategy</b>	





**Strategy 6:** Saturday school will be offered twice in March to better prepare students for the EOC

<p><b>Strategy's Expected Result/Impact:</b> Sign-in Sheets Assessment Reports observations Schedules</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> All Teachers ESL Coordinator Principal AP</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p> <hr/> <p><b>Comprehensive Support Strategy</b></p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	

**Strategy 7:** Provide a Title I teacher and Title 1 aide to assist teachers and students with interventions and strategies in reading and math.

<p><b>Strategy's Expected Result/Impact:</b> Increased student academic performance in ELA and math. Increase parent involvement in planning and school wide activities.</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Principal AP</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p> <hr/> <p><b>Comprehensive Support Strategy</b></p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> Title I Teacher 211 ESSA-Title I, Part A \$23,800</p>	

**Strategy 8:** Implement Writing Process Folders to 9th grade students to reinforce the writing process.

<p><b>Strategy's Expected Result/Impact:</b> Record of writing samples Benchmarks MAP</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	<b>June</b>
<p>  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>	

**Performance Objective 2:** Biology and US History EOC assessment scores will remain above 90% for 2021 school year.

**Evaluation Data Sources:** Walkthrough and observation data

EOC Progress Measure results

District Benchmark Item Analysis

Total System

Edgenuity Reports

**Summative Evaluation:** None

<b>Strategy 1:</b> Students will have access to a science laboratory to perform experiments and showcase them.	
<b>Strategy's Expected Result/Impact:</b> Walkthrough Observations Assessments EOC	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
<b>Staff Responsible for Monitoring:</b> Science Teacher Principal AP	<b>Summative</b>
	<b>June</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>
<b>ESF Levers:</b> None	None
<b>Comprehensive Support Strategy</b>	

**Strategy 2:** Utilize and monitor Edgenuity for Science.

<p><b>Strategy's Expected Result/Impact:</b> Walkthrough Observations EOC Lesson plans Edgenuity Reports</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Science and Social Studies Teacher Principal AP</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p> <hr/> <p><b>Comprehensive Support Strategy</b></p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	


**Strategy 3:** Provide professional development for science instruction.


<p><b>Strategy's Expected Result/Impact:</b> EOC Results Benchmarks MAP Lesson Plans</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> ESL Coordinator Principal AP</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p> <hr/> <p><b>Comprehensive Support Strategy</b></p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
	<b>Summative</b>
	<b>June</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	

**Strategy 4:** Continue implementing the Total System for after school tutorials.

<p><b>Strategy's Expected Result/Impact:</b> On-line Google Sheets Observations Increase Assessment results</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p> <hr/> <p><b>Comprehensive Support Strategy</b></p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	<b>June</b>

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3:** Algebra I EOC assessment will remain above 90% for the 2021 school year.

**Evaluation Data Sources:** Walkthrough and observation data

EOC Progress Measure results

District Benchmark Item Analysis

Total System

Edgenuity Reports

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

**Summative Evaluation:** None

<b>Strategy 1:</b> Utilize and monitor Edgenuity for math.	
<b>Strategy's Expected Result/Impact:</b> Benchmarks MAP TELPAS Edgenuity Reports	<b>Formative</b>
	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> All Teachers Principal AP Title I Teacher	<b>Feb</b>
	<b>June</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None	<b>Summative</b>
	<b>June</b>
<b>Problem Statements:</b> None	
<b>Funding Sources:</b> None	



**Strategy 2:** Provide professional development in math instruction.

<b>Strategy's Expected Result/Impact:</b> Benchmarks MAP TELPAS EOC <hr/> <b>Staff Responsible for Monitoring:</b> ESL Coordinator Principal AP <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
	<b>Summative</b>
	<b>June</b>
<hr/> <b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None	

**Strategy 3:** Continue implementing the Total System for after school tutorials.

<b>Strategy's Expected Result/Impact:</b> On-line Google Sheets Observations Increase Assessment results <hr/> <b>Staff Responsible for Monitoring:</b> Principal <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> None	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
	<b>Summative</b>
	<b>June</b>
<hr/> <b>Problem Statements:</b> None <hr/> <b>Funding Sources:</b> None	

**Strategy 4:** Saturday school will be offered twice in March to better prepare students for the EOC.

**Strategy's Expected Result/Impact:** Sign-in Sheets  
Assessment Reports  
observations

**Staff Responsible for Monitoring:** All Teachers  
ESL Coordinator  
Principal  
AP

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**

**ESF Levers:** None

None

**Formative**

**Nov**

**Feb**

**June**

**Summative**

**June**



No Progress



Accomplished



Continue/Modify



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 2021.

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

**Evaluation Data Sources:** Record of applications  
 Tests results (PSAT, ASVAB, SAT, ACT)  
 Transcripts  
 Personal Graduation Plans  
 Individual Education Plans

**Summative Evaluation:** None

<b>Strategy 1:</b> Provide dual credit opportunities for eligible HS students through payment of tuition, textbooks and transportation.	
<b>Strategy's Expected Result/Impact:</b> Increased student achievement and college /career readiness by June 2019. Student Dual Credit Enrollment  <b>Staff Responsible for Monitoring:</b> Principal AP	<b>Formative</b>
	<b>Nov</b>  <b>Feb</b>  <b>June</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6  <b>TEA Priorities:</b> None  <b>ESF Levers:</b> None  <b>Comprehensive Support Strategy</b>	<b>Summative</b>  <b>June</b>
<b>Problem Statements:</b> None  <b>Funding Sources:</b> None	

**Strategy 2:** Meet with parents to discuss student transition plan.

<p><b>Strategy's Expected Result/Impact:</b> Sign in Sheets Observations</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Comprehensive Support Strategy</b></p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>June</b>

**Strategy 3:** Provide students opportunities to get familiar with college/careers (workshops).

<p><b>Strategy's Expected Result/Impact:</b> Record of applications submitted Sign in sheets Copy of handouts</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p> <p><b>TEA Priorities:</b> None</p> <p><b>ESF Levers:</b> None</p> <p><b>Comprehensive Support Strategy</b></p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
	<b>Summative</b>
<p><b>Problem Statements:</b> None</p> <p><b>Funding Sources:</b> None</p>	<b>June</b>

**Strategy 4:** The school will provide information on college application process, PSAT, TSI, ASVAB, and SAT and pay the SAT fees for all seniors.

<b>Strategy's Expected Result/Impact:</b> Record of applications submitted Sign in sheets Copy of handouts	<b>Formative</b>
	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> Principal AP	<b>Feb</b>
	<b>June</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>
<b>ESF Levers:</b> None	None
<b>Comprehensive Support Strategy</b>	<b>Summative</b>
	<b>June</b>

**Strategy 5:** Provide coherent CTE course sequences and resources for middle school and high school students.

<b>Strategy's Expected Result/Impact:</b> Increased student participation in coherent CTE courses.	<b>Formative</b>
	<b>Nov</b>
<b>Staff Responsible for Monitoring:</b> CTE Teachers Principal	<b>Feb</b>
	<b>June</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>
<b>ESF Levers:</b> None	None
<b>Comprehensive Support Strategy</b>	<b>Summative</b>
	<b>June</b>

**Strategy 6:** Make "College Day" visits available to all Juniors and Seniors.


<b>Strategy's Expected Result/Impact:</b> Record of applications submitted Sign in sheets Copy of handouts <hr/> <b>Staff Responsible for Monitoring:</b> Principal AP <hr/> <b>Title I Schoolwide Elements:</b> None <b>TEA Priorities:</b> None <b>ESF Levers:</b> None <b>Comprehensive Support Strategy</b>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
<b>Problem Statements:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>

**Strategy 7:** Schedule at least one college fair for the Junior and Senior class to increase college awareness on admissions, scholarships and financial aid process.

<b>Strategy's Expected Result/Impact:</b> Program of presenter <b>Staff Responsible for Monitoring:</b> Principal AP <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.5 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None <b>Comprehensive Support Strategy</b>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
<b>Problem Statements:</b> None	<b>Summative</b>
<b>Funding Sources:</b> None	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**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 Sources:** End-of-Course Scores

TELPAS Results

Benchmarks

Nine Weeks Exams

**Summative Evaluation:** None

**Strategy 1:** Ensure all teachers are teaching the English Language Proficiency Standards (ELPS) as part of their daily core content curriculum.

**Strategy's Expected Result/Impact:** Lesson Plans  
Walkthroughs  
TELPAS

Increase passing rates for ELL students in courses  
Increase student performance rates for ELL students on EOC

**Staff Responsible for Monitoring:** ESL Coordinator  
Principal  
AP

**Title I Schoolwide Elements:** 2.4, 2.6

**Problem Statements:** None

**TEA Priorities:** None

**Funding Sources:**  
None

**ESF Levers:** None

**Comprehensive Support Strategy**

**Formative**

**Nov**

**Feb**

**June**

**Summative**

**June**


**Strategy 2:** Ensure all teachers use best EL practices within the classroom to reinforce listening, speaking, reading and writing skills through use of Edgenuity.


<b>Strategy's Expected Result/Impact:</b> Walkthroughs Program Evaluations EOC TELPAS <hr/> <b>Staff Responsible for Monitoring:</b> ESL Coordinator Assistant campus administrator Campus Administrator Title I Teacher <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.6 <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> None <hr/> <b>Comprehensive Support Strategy</b>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
	<b>Summative</b>
	<b>June</b>

**Strategy 3:** ESL training will be offered to all ELs parents and teachers by the ESL Coordinator.

<b>Strategy's Expected Result/Impact:</b> Sign in sheets Agendas Observations <hr/> <b>Staff Responsible for Monitoring:</b> Principal <hr/> <b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1 <hr/> <b>TEA Priorities:</b> None <hr/> <b>ESF Levers:</b> None <hr/> <b>Comprehensive Support Strategy</b>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
	<b>Summative</b>
	<b>June</b>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue



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

**Evaluation Data Sources:** DMAC

MAP

EOC


LAS LINKS

**Summative Evaluation:** None

<b>Strategy 1:</b> All teachers will be trained and supported throughout the school year in meeting the needs of SPED students.	
<b>Strategy's Expected Result/Impact:</b> Sign-in Sheets Observations Training Agendas	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
<b>Staff Responsible for Monitoring:</b> Principal SPED Teacher AP	<b>June</b>
	<b>Summative</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None <b>Comprehensive Support Strategy</b>	<b>June</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> None	
<b>Strategy 2:</b> SPED Teacher will plan with content area teachers during their conference period to increase student academic achievement.	
<b>Strategy's Expected Result/Impact:</b> Assessment reports Observations	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
<b>Staff Responsible for Monitoring:</b> All Teachers Principal Title I Teacher	<b>June</b>
	<b>Summative</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> None <b>ESF Levers:</b> None <b>Comprehensive Support Strategy</b>	<b>June</b>
<b>Problem Statements:</b> None <b>Funding Sources:</b> None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 5:** Parent involvement will increase by 10% for the school year 2021.

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

**Evaluation Data Sources:**

- Staff Survey
- Parent Satisfactory Survey
- Parent Teacher Association (PTA) Participation
- ESL Advisory Participation

**Summative Evaluation:** None

**Strategy 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

<b>Strategy's Expected Result/Impact:</b> Sign in Sheets Record of activity Website announcement	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
<b>Staff Responsible for Monitoring:</b> All Teachers AP	<b>June</b>
	<b>Summative</b>
<b>Title I Schoolwide Elements:</b> 3.1	<b>Problem Statements:</b> None
<b>TEA Priorities:</b> None	<b>Funding Sources:</b> None
<b>ESF Levers:</b> None	

**Strategy 2:** Provide monthly calendars of school related activities and information.

<b>Strategy's Expected Result/Impact:</b> Sign in Sheets Record of activity Website announcement		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrative Assistant Principal		<b>Nov</b>
		<b>Feb</b>
		<b>June</b>
<b>Title I Schoolwide Elements:</b> 3.1	<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>June</b>
<b>ESF Levers:</b> None	None	

**Strategy 3:** All communication with parents via calls, mail outs and website links will be made available in both English and Spanish.

<b>Strategy's Expected Result/Impact:</b> Mail Phone calls Website		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal AP		<b>Nov</b>
		<b>Feb</b>
		<b>June</b>
<b>Title I Schoolwide Elements:</b> 3.1	<b>Problem Statements:</b> None	<b>Summative</b>
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>June</b>
<b>ESF Levers:</b> None	None	

**Strategy 4:** Ensure representation of community and parent involvement in the decision-making process.

LPAC  
Campus Improvement Plan  
CTE

<p><b>Strategy's Expected Result/Impact:</b> Minutes of Meetings Sign-in Sheets Agendas</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> ESL Coordinator Principal AP</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 3.1</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p>	<b>Formative</b>
	<b>Nov</b>
	<b>Feb</b>
	<b>June</b>
	<b>Summative</b>
	<b>June</b>

**Problem Statements:** None

**Funding Sources:**

None



No Progress



Accomplished



Continue/Modify



Discontinue

# **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

# Campus Funding Summary

<b>420-General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
<b>420-PIC 22 State Career &amp; Technical</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
<b>420-PIC 23 State Special Education</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
<b>420-PIC 24 State Comp Ed (SCE)</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00

**420-PIC 25 State Bilingual/ESL**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00

**211 ESSA-Title I, Part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Reading Specialist		\$0.00
2	1	2	Study Island/Reading Horizons		\$5,000.00
2	1	7	Title I Teacher		\$23,800.00
<b>Sub-Total</b>					\$28,800.00
<b>Budgeted Fund Source Amount</b>					\$70,000.00
<b>+/- Difference</b>					\$41,200.00

**224 IDEA B, Formula Sp-Ed**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00

**225 IDEA B, Preschool Sp-Ed**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00

**255 ESSA-Title II, Part A, TPTR**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$3,000.00
<b>+/- Difference</b>					\$3,000.00

**289 ESSA-Title IV, Part A**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$8,500.00
<b>+/- Difference</b>					\$8,500.00

**198 Fund raising**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$300.00
<b>+/- Difference</b>					\$300.00
<b>Grand Total</b>					\$28,800.00

# Addendums