

Heritage Academy Charter Schools
Heritage Academy of Del Rio
2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



HERITAGE
A C A D E M Y TM

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 Learning	4
School Processes & Programs	5
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	10
Goal 1: All students will be taught in an environment that is safe, drug-free, and conducive to learning.	11
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 2022.	12
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 2022.	19
Goal 4: Increase program options to develop and reinforce strengths, needs, and interests of students in special programs.	21
Goal 5: Parent involvement will increase by 10% for the school year by June 2022.	25
Comprehensive Support Strategies	27
Title I Personnel	28
A Site Based Committee	29
Campus Funding Summary	30
Addendums	33

Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Heritage Academy of Del Rio is approximately 161 and serves students in grades 9th through 12th grade. According to the 2019-2020 TAPR Report of our campus profile, student population includes: Hispanic 92.5% White 5.6%%, Asian 0%, African American 0%, American Indian 1.9%, Economically Disadvantaged 49.7%, Limited English Proficient (LEP) 60.2%, At-Risk 82.6%, Migrant 0% , Special Education 5.6%, 504 2.5%, and Duel 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 current stakeholder surveys, 2019-2020 campus-level student performance-based reports (e.g., Accountability Ratings and Federal Report Cards), 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/Curriculum

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 Report
- Interim Assessment
- 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 Del Rio High School 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 Del Rio High School.

Perceptions Strengths

A small school feeling is what draws many families to Heritage Academy Del Rio High School. 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 5: Professional development for teachers and support staff is not adequately provided throughout the school year.

Root Cause 5: Lack of comprehensive professional development plan for teachers and staff.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There are minimal community sponsorship and partnerships beyond local resources to promote school identity, student and parent awareness, equity in schools.

Root Cause 6: Minimal record of participation in social events/activities to engage regional and community resources in promoting student/parent awareness and academic growth.

Problem Statement 6 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

- 2019-2020 Texas Academic Performance Report
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (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

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 by June 2022.

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

Strategy 1 Details	Formative Reviews		
<p>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> <p>Strategy's Expected Result/Impact: Decrease Referrals Decrease incident of bullying Sign-in Sheets</p> <p>Staff Responsible for Monitoring: Principal AP Teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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.</p> <p>Strategy's Expected Result/Impact: Agendas Roster of Community Agencies and Organizations Sign-in Sheets</p> <p>Staff Responsible for Monitoring: Principal AP</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will participate in safety awareness presentations.</p> <p>Red Ribbon Week DRPD Presentations Sheriff Presentations</p> <p>Strategy's Expected Result/Impact: Minutes of Meetings Sign-in Sheets Agendas</p> <p>Staff Responsible for Monitoring: ESL Coordinator Principal AP</p> <p>Title I Schoolwide Elements: 2.4, 3.1, 3.2</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Monthly student incentives will be given to promote positive behavior.</p> <p>Strategy's Expected Result/Impact: Motivational speaker/Teamwork speaker</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June

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 2022.

Performance Objective 1: English I and II EOC assessment scores will improve by 5% by 2022 school year.

Evaluation Data Sources: EOC Reading Analysis
 Edgenuity Progress Reports
 Benchmarks
 Nine Weeks assessment
 Total System
 Walkthrough and observation data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Add a writing course to student schedule to assist students with reading and writing interventions and strategies.</p> <p>Strategy's Expected Result/Impact: Benchmarks MAP TELPAS EOC</p> <p>Staff Responsible for Monitoring: Principal AP</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Reading Specialist - 211 ESSA-Title I, Part A</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Benchmarks MAP DMAC TELPAS EOC Edgenuity Reports</p> <p>Staff Responsible for Monitoring: ELA Teachers ESL Coordinator ESL Teachers Principal Title I Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Study Island/Reading Horizons - 211 ESSA-Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development in reading instruction for teachers. Strategy's Expected Result/Impact: Benchmarks MAP TELPAS EOC Observations Staff Responsible for Monitoring: ESL Coordinator Principal AP Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: - 211 ESSA-Title I, Part A	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize Edgenuity for Reading. Strategy's Expected Result/Impact: Benchmarks MAP TELPAS Accelerated Reading EOC Edgenuity Staff Responsible for Monitoring: All Teachers Principal AP Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Students will keep a journal in the Creative Writing class to summarize and synthesize information learned. Strategy's Expected Result/Impact: Journal Checks Staff Responsible for Monitoring: All Teachers ESL Coordinator Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: - 420-PIC 11 General Fund	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Saturday school will be offered twice in March to better prepare students for the EOC</p> <p>Strategy's Expected Result/Impact: Sign-in Sheets Assessment Reports observations Schedules</p> <p>Staff Responsible for Monitoring: All Teachers ESL Coordinator Principal AP</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<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> <p>Strategy's Expected Result/Impact: Increased student academic performance in ELA and math. Increase parent involvement in planning and school wide activities.</p> <p>Staff Responsible for Monitoring: Principal AP</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Comprehensive Support Strategy</p> <p>Funding Sources: Title I Teacher - 211 ESSA-Title I, Part A - \$23,800</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Implement Writing Process Folders to 9th grade students to reinforce the writing process.</p> <p>Strategy's Expected Result/Impact: Record of writing samples Benchmarks MAP</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative		
	Nov	Feb	June

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 2022.

Performance Objective 2: Biology and US History EOC assessment scores will remain above 90% for 2022 school year.

Evaluation Data Sources: Walkthrough and observation data
 EOC Progress Measure results
 District Benchmark Item Analysis
 Total System
 Edgenuity Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will have access to a science laboratory to perform experiments and showcase them. Strategy's Expected Result/Impact: Walkthrough Observations Assessments EOC Staff Responsible for Monitoring: Science Teacher Principal AP Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize and monitor Edgenuity for Science. Strategy's Expected Result/Impact: Walkthrough Observations EOC Lesson plans Edgenuity Reports Staff Responsible for Monitoring: Science and Social Studies Teacher Principal AP Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development for science instruction. Strategy's Expected Result/Impact: EOC Results Benchmarks MAP Lesson Plans Staff Responsible for Monitoring: ESL Coordinator Principal AP Title I Schoolwide Elements: 2.5, 2.6 - Comprehensive Support Strategy	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Continue implementing the Total System for after school tutorials. Strategy's Expected Result/Impact: On-line Google Sheets Observations Increase Assessment results Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative		
	Nov	Feb	June

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 2022.

Performance Objective 3: Algebra I EOC assessment will remain above 90% for the 2022 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)

Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize and monitor Edgenuity for math. Strategy's Expected Result/Impact: Benchmarks MAP TELPAS Edgenuity Reports Staff Responsible for Monitoring: All Teachers Principal AP Title I Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development in math instruction. Strategy's Expected Result/Impact: Benchmarks MAP TELPAS EOC Staff Responsible for Monitoring: ESL Coordinator Principal AP Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Continue implementing the Total System for after school tutorials. Strategy's Expected Result/Impact: On-line Google Sheets Observations Increase Assessment results Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Saturday school will be offered twice in March to better prepare students for the EOC.</p> <p>Strategy's Expected Result/Impact: Sign-in Sheets Assessment Reports observations</p> <p>Staff Responsible for Monitoring: All Teachers ESL Coordinator Principal AP</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative		
	Nov	Feb	June

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 2022.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide dual credit opportunities for eligible HS students through payment of tuition, textbooks and transportation. Strategy's Expected Result/Impact: Increased student achievement and college /career readiness by June 2022. Student Dual Credit Enrollment Staff Responsible for Monitoring: Principal AP Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Meet with parents to discuss student transition plan. Strategy's Expected Result/Impact: Sign in Sheets Observations Staff Responsible for Monitoring: Principal AP Title I Schoolwide Elements: 2.5, 2.6, 3.1 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide students opportunities to get familiar with college/careers (workshops). Strategy's Expected Result/Impact: Record of applications submitted Sign in sheets Copy of handouts Staff Responsible for Monitoring: Principal AP Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The school will provide information on college application process, PSAT, TSI, ASVAB, and SAT and pay the SAT fees for all seniors.</p> <p>Strategy's Expected Result/Impact: Record of applications submitted Sign in sheets Copy of handouts</p> <p>Staff Responsible for Monitoring: Principal AP</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide coherent CTE course sequences and resources for middle school and high school students.</p> <p>Strategy's Expected Result/Impact: Increased student participation in coherent CTE courses.</p> <p>Staff Responsible for Monitoring: CTE Teachers Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Make "College Day" visits available to all Juniors and Seniors.</p> <p>Strategy's Expected Result/Impact: Record of applications submitted Sign in sheets Copy of handouts</p> <p>Staff Responsible for Monitoring: Principal AP</p> <p>Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Program of presenter</p> <p>Staff Responsible for Monitoring: Principal AP</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June

Goal 4: Increase program options to develop and reinforce strengths, needs, and interests of students in special programs by June 2022.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Ensure all teachers are teaching the English Language Proficiency Standards (ELPS) as part of their daily core content curriculum.</p> <p>Strategy's Expected Result/Impact: Lesson Plans Walkthroughs TELPAS</p> <p>Increase passing rates for ELL students in courses Increase student performance rates for ELL students on EOC</p> <p>Staff Responsible for Monitoring: ESL Coordinator Principal AP</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure all teachers use best EL practices within the classroom to reinforce listening, speaking, reading and writing skills through use of Edgenuity.</p> <p>Strategy's Expected Result/Impact: Walkthroughs Program Evaluations EOC TELPAS</p> <p>Staff Responsible for Monitoring: ESL Coordinator Assistant campus administrator Campus Administrator Title I Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: ESL training will be offered to all ELs parents and teachers by the ESL Coordinator. Strategy's Expected Result/Impact: Sign in sheets Agendas Observations Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.6, 3.1 - Comprehensive Support Strategy	Formative		
	Nov	Feb	June

Goal 4: Increase program options to develop and reinforce strengths, needs, and interests of students in special programs by June 2022.

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

Evaluation Data Sources: DMAC

MAP

EOC

LAS LINKS

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: All teachers will be trained and supported throughout the school year in meeting the needs of SPED students.</p> <p>Strategy's Expected Result/Impact: Sign-in Sheets Observations Training Agendas</p> <p>Staff Responsible for Monitoring: Principal SPED Teacher AP</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SPED Teacher will plan with content area teachers during their conference period to increase student academic achievement.</p> <p>Strategy's Expected Result/Impact: Assessment reports Observations</p> <p>Staff Responsible for Monitoring: All Teachers Principal Title I Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June

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

Performance Objective 3: Due to the increase of students with dyslexia enrollment and to address increase compliance measures regarding assessment and interventions for dyslexia students, the district will assign a dyslexia teacher to meet the needs of dyslexic students.

Targeted or ESF High Priority

Evaluation Data Sources: Enrollment

Goal 5: Parent involvement will increase by 10% for the school year, by June 2022.

Performance Objective 1: Parent involvement will increase by 10% 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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase the level of parent involvement to improve student achievement.</p> <p>Open House Thanksgiving Luncheon Christmas Program Spring Festival Muffins with Mom Donuts with Dad Talent Show Science Fair</p> <p>Strategy's Expected Result/Impact: Sign in Sheets Record of activity Website announcement</p> <p>Staff Responsible for Monitoring: All Teachers AP</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide monthly calendars of school related activities and information.</p> <p>Strategy's Expected Result/Impact: Sign in Sheets Record of activity Website announcement</p> <p>Staff Responsible for Monitoring: Administrative Assistant Principal</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All communication with parents via calls, mail outs and website links will be made available in both English and Spanish.</p> <p>Strategy's Expected Result/Impact: Mail Phone calls Website</p> <p>Staff Responsible for Monitoring: Principal AP</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Ensure representation of community and parent involvement in the decision-making process.</p> <p>LPAC Campus Improvement Plan CTE</p> <p>Strategy's Expected Result/Impact: Minutes of Meetings Sign-in Sheets Agendas</p> <p>Staff Responsible for Monitoring: ESL Coordinator Principal AP</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative		
	Nov	Feb	June

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Add a writing course to student schedule to assist students with reading and writing 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 for teachers.
2	1	4	Utilize Edgenuity for Reading.
2	1	5	Students will keep a journal in the Creative Writing class to summarize and synthesize information learned.
2	1	6	Saturday school will be offered twice in March to better prepare students for the EOC
2	1	7	Provide a Title I teacher and Title 1 aide 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 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	The school will provide information on college application process, PSAT, TSI, ASVAB, and SAT and pay the SAT fees for all seniors.
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 EL practices within the classroom to reinforce listening, speaking, reading and writing skills through use of Edgenuity.
4	1	3	ESL training will be offered to all ELs parents and teachers by the ESL Coordinator.
4	2	1	All teachers will be trained and supported throughout the school year in meeting the needs of SPED students.
4	2	2	SPED Teacher will plan with content area teachers during their conference period to increase student academic achievement.

Title I Personnel

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

A Site Based Committee

Committee Role	Name	Position
Administrator	Carol Mireles	Asst. Administrator
Non-classroom Professional	Ralph Garza	ESL Teacher
Classroom Teacher	Christina Hernandez	Special Education Teacher
Non-classroom Professional	Velma Valdez	Title I Teacher
Non-classroom Professional	Brenda Flores	Administrative Assistant

Campus Funding Summary

420-PIC 11 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5			\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
420-PIC 22 State Career & Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
420-PIC 23 State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
420-PIC 24 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
420-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

420-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$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	3			\$0.00
2	1	7	Title I Teacher		\$23,800.00
Sub-Total					\$28,800.00
Budgeted Fund Source Amount					\$70,000.00
+/- Difference					\$41,200.00
224 IDEA B, Formula Sp-Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
225 IDEA B, Preschool Sp-Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
255 ESSA-Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$3,000.00

289 ESSA-Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,500.00
+/- Difference					\$8,500.00
198 Fund-raising					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$300.00
+/- Difference					\$300.00
Grand Total					\$28,800.00

Addendums