

Heritage Academy Charter Schools
Heritage Academy Middle School 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Heritage Academy Middle School of Del Rio is approximately 247 students and serves grades 5th through 8th.

The student population includes Hispanic 95.5%, White 4%, Asian 0%, African American .0.4%, American Indian 0%, Native Hawaiian 0%.

Economically Disadvantaged 40.9%, Limited English Proficient (LEP) 62.3%, At-Risk 78.5%, Migrant 0% , Gifted and Talented 5.3%, Special Education 3.6%, and Sec. 504 8.9%.

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 days of enrollment

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 for ESL program.

Student Learning

Student Learning Summary

Methods used to collect data reviewed throughout the needs assessment process included stakeholder surveys, 2019-2020 campus-level student performance-based report (e.g., Accountability Ratings and Federal Report Cards), 2019-2020 SY state and current 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 subjects.

Student Learning Strengths

- 8th grade Reading and Math STAAR for the school year 2019-2020 above 80%
- 6th through 8th grade ELL students have shown progress in TELPAS, historically
- Gifted and Talented Program has expanded by incorporating more activities
- Science and Social Studies curriculum continuing to improve

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 5th 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 (2021 STAA) 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 (Prioritized): 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 (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.

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 (Prioritized): 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 1: Limited on access for students to become proficient with modern technology.

Root Cause 1: Heritage Academy of Del Rio lacks smart boards, projectors and Elmo's to better prepare students for modern technology.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The growing number of ELL students reflects the support needed for teachers on continuing to meet their needs.

Root Cause 2: Provide more academic support and interventions for ESL program.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Professional development for teachers and support staff is not adequately provided throughout the school year.

Root Cause 3: Lack of comprehensive professional development plan for teachers and staff.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There are minimal community sponsorships and partnerships beyond local resources to promote school identity, student and parent awareness, equity in schools.

Root Cause 4: Minimal record of participation in social events/activities to engage regional and community resources in promoting student/parent awareness and academic growth.

Problem Statement 4 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
- (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- STEM/STEAM 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 Sources: Student Survey (twice per school year)
 Parent Survey (twice per school year)
 Sign-in Sheets

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 Teachers</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: Decrease Referrals Decrease incident of bullying Sign-in Sheets</p> <p>Staff Responsible for Monitoring: Principal AP PAC President</p> <p>Title I Schoolwide Elements: 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: Decrease Referrals Decrease incident of bullying Sign-in Sheets</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</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 STAAR by June 2022.

Performance Objective 1: Reading and writing (ELAR) STAAR results will improve by 5% by 2022 school year.

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

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

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide professional development in reading instruction.</p> <p>Strategy's Expected Result/Impact: Benchmarks MAP TELPAS STAAR Observations</p> <p>Staff Responsible for Monitoring: ESL Coordinator Principal AP</p> <p>Title I Schoolwide Elements: 2.5 - Comprehensive Support Strategy</p> <p>Funding Sources: ESL/Reading Instruction PD - 211 ESSA-Title I, Part A - \$500</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize and monitor Reading Horizons, Study Island and Edgenuity for Reading.</p> <p>Strategy's Expected Result/Impact: Benchmarks MAP TELPAS STAAR Edgenuity</p> <p>Staff Responsible for Monitoring: All Teachers Principal AP</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Instructional Technology Resources & Training - 420-PIC 11 General Fund - \$15,000, Instructional Resources & Training - 211 ESSA-Title I, Part A - \$3,000</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Students will keep journals in all classes to summarize and synthesize information learned.</p> <p>Strategy's Expected Result/Impact: Journal Checks Monitor Written Expressions</p> <p>Staff Responsible for Monitoring: All Teachers ESL Coordinator Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Journals - 420-PIC 11 General Fund - \$150</p>	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 STAAR.</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 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide a Title I teacher to assist teachers and students with interventions and strategies in reading and math.</p> <p>Strategy's Expected Result/Impact: Increase student academic performance in reading & math. Increase parent involvement in programs and support planning for school success activities.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</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 4th and 7th 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 AP Writing Teachers</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Students will have the opportunity to visit the County Library every other week to enhance their reading comprehension.</p> <p>Strategy's Expected Result/Impact: Benchmarks MAP Accelerated Reader Program</p> <p>Staff Responsible for Monitoring: Title 1 Teacher Principal AP ELA Teacher</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 STAAR by June 2022.

Performance Objective 2: Mathematics STAAR results will improve 5% by 2022 school year.

Evaluation Data Sources: 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)
 Study Island Report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide a Mathematics Specialist to assist teachers and students with math interventions and strategies.</p> <p>Strategy's Expected Result/Impact: Benchmarks MAP TELPAS STAAR</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: Math Specialist - 211 ESSA-Title I, Part A - \$5,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize and monitor Study Island and Edgenuity for math.</p> <p>Strategy's Expected Result/Impact: Benchmarks MAP TELPAS STAAR Edgenuity Reports</p> <p>Staff Responsible for Monitoring: All Teachers Principal AP Title I Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide professional development in math instruction.</p> <p>Strategy's Expected Result/Impact: Benchmarks MAP TELPAS STAAR</p> <p>Staff Responsible for Monitoring: ESL Coordinator Principal AP</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Math PD - 211 ESSA-Title I, Part A - \$500</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue implementing the Total System for after school tutorials.</p> <p>Strategy's Expected Result/Impact: On-line Google Sheets Observations Increase Assessment results</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Saturday school will be offered twice in March to better prepare students for the STAAR/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 - Comprehensive Support Strategy</p> <p>Funding Sources: Saturday School - 420-PIC 11 General Fund - \$1,200</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 STAAR by June 2022.

Performance Objective 3: Science and social studies STAAR results will improve 5% by 2022 school year.

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

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

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide professional development for science instruction.</p> <p>Strategy's Expected Result/Impact: STAAR Results Benchmarks MAP Lesson Plans</p> <p>Staff Responsible for Monitoring: ESL Coordinator Principal AP</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: PD Science & Social Studies curriculum resources - 211 ESSA-Title I, Part A - \$500</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Continue implementing the Total System for after school tutorials.</p> <p>Strategy's Expected Result/Impact: On-line Google Sheets Observations Increase Assessment results</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</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 middle students will be prepared to graduate on time and equipped for college and career readiness.

Evaluation Data Sources: Record of applications

Tests results

Personal Graduation Plans

Individual Education Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with 8th grade parents to discuss students high school graduation plan. Strategy's Expected Result/Impact: Sign in Sheets Observations Staff Responsible for Monitoring: AP Title I Schoolwide Elements: 2.5, 3.1, 3.2 - Comprehensive Support Strategy	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide students opportunities to become familiar with college and careers. 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 - Comprehensive Support Strategy	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide coherent CTE course sequences and resources for middle school. Strategy's Expected Result/Impact: Increased student participation in coherent CTE courses. Staff Responsible for Monitoring: CTE Teachers Principal Title I Schoolwide Elements: 2.4 - Comprehensive Support Strategy Funding Sources: CTE Guidance Resources - 420-PIC 22 State Career & Technical - \$200	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Train teachers with adequate graduation requirements and career plan paths offered by Heritage Academy. Strategy's Expected Result/Impact: Increased student participation in coherent CTE courses. Staff Responsible for Monitoring: Principal AP Title I Schoolwide Elements: 2.5	Formative		
	Nov	Feb	June

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 make progress in their listening, speaking, reading, and writing skills.

Evaluation Data Sources: STAAR 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 STAAR</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 ELL practices within the classroom to reinforce listening, speaking, reading and writing skills through use of Reading Horizons and Study Island.</p> <p>Strategy's Expected Result/Impact: Walkthroughs Program Evaluations STAAR TELPAS</p> <p>Staff Responsible for Monitoring: ESL Coordinator Title I Teacher Principal AP</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: Offer English as a Second Language trainings for all ESL 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 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 Sources: DMAC
 MAP
 STAAR

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: Special Administrator SPED Teacher Principal 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 and follow their IEP's.</p> <p>Strategy's Expected Result/Impact: Assessment reports Observations</p> <p>Staff Responsible for Monitoring: Special Educ. Administrator 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 that 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: Student enrollment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administration will actively recruit certified teacher to support Dyslexia therapy.</p> <p>Strategy's Expected Result/Impact: Increase number of certified applicants TalentEd Hire</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Feb	June

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

Performance Objective 1: Parent involvement will increase by 10% in participation of 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 Moms Donuts with Dads GT Fair 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, 3.2</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: Principal AP</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All communication with parents via calls, mail-out 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 Administrator Assistant</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Student planners will be use daily to reinforce teacher and parent communication.</p> <p>Strategy's Expected Result/Impact: Improve school/parent communication .</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.5, 3.1</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Ensure representation of community and parent involvement in the decision-making process.</p> <p>LPAC Campus Improvement Plan CTE GT</p> <p>Strategy's Expected Result/Impact: Minutes of Meetings Sign-in Sheets Agendas</p> <p>Staff Responsible for Monitoring: ESL Coordinator Assistant Principal Principal</p>	Formative		
	Nov	Feb	June

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.
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.
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.

Goal	Objective	Strategy	Description
5	1	3	All communication with parents via calls, mail-out and website links will be made available in both English and Spanish.

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

Addendums