Heritage Academy Charter Schools

Heritage Academy of Del Rio

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

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 161 and serves students in grades 9th through 12th grade. According to the 2019-2020 TPAR Report of our campus profile, student population includes: Hispanic 92.5% White 5.6%%, Asian 0%, African American 0%, American Indian 0%, 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 stakeholder surveys, 2019 campus-level student performance-based report (e.g., Accountability Ratings and Federal Report Cards), 2019-2020 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 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 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 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
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- SAT and/or ACT assessment data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

Evaluation Data Sources: Student Survey (Twice Per School Year)
Parent Survey (Twice Per School Year)
Sign-in Sheets
Referrals

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Decrease Referrals Decrease incident of bullying Sign-in Sheets **Staff Responsible for Monitoring:** Principal AP Teachers **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2			

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Agendas Roster of Community Agencies and Organizations Sign-in Sheets **Staff Responsible for Monitoring:** Principal AP **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.1, 3.2			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Students will participate in safety awareness presentations.	**Formative**		
	Nov	**Feb**	**June**
Red Ribbon Week DRPD Presentations Sheriff Presentations **Strategy's Expected Result/Impact:** Minutes of Meetings Sign-in Sheets Agendas **Staff Responsible for Monitoring:** ESL Coordinator Principal AP **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.1, 3.2			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Monthly student incentives will be given to promote positive behavior.	**Formative**		
Strategy's Expected Result/Impact: Motivational speaker/Teamwork speaker **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4	**Nov**	**Feb**	**June**

0% No Progress	100% 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 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		
Strategy 1: Add a writing course to student schedule to assist students with reading and writing interventions and strategies.	**Formative**		
Strategy's Expected Result/Impact: Benchmarks	**Nov**	**Feb**	**June**
MAP			
TELPAS			
EOC			
Staff Responsible for Monitoring: Principal			
AP			
Schoolwide and Targeted Assistance Title I Elements:			
2.4, 2.5, 2.6			
- **Comprehensive Support Strategy**			
Funding Sources: Reading Specialist - 211 ESSA-Title I, Part A			

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Benchmarks MAP DMAC TELPAS EOC Edgenuity Reports **Staff Responsible for Monitoring:** ELA Teachers ESL Coordinator ESL Teachers Principal Title I Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** **Funding Sources:** Study Island/Reading Horizons - 211 ESSA-Title I, Part A - $5,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development in reading instruction for teachers.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Benchmarks MAP TELPAS EOC Observations **Staff Responsible for Monitoring:** ESL Coordinator Principal AP **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** **Funding Sources:** - 211 ESSA-Title I, Part A			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize Edgenuity for Reading.	**Formative**		
Strategy's Expected Result/Impact: Benchmarks MAP TELPAS Accelerated Reading EOC Edgenuity **Staff Responsible for Monitoring:** All Teachers Principal AP **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- Comprehensive Support Strategy**	**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.	**Formative**		
Strategy's Expected Result/Impact: Journal Checks **Staff Responsible for Monitoring:** All Teachers ESL Coordinator Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- Comprehensive Support Strategy** **Funding Sources:** - 420-PIC 11 General Fund	**Nov**	**Feb**	**June**

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

Strategy's Expected Result/Impact: Sign-in Sheets
Assessment Reports
observations
Schedules
  Staff Responsible for Monitoring: All Teachers
ESL Coordinator
Principal
AP
 	
  Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
 - Comprehensive Support Strategy
	Nov	**Feb**	**June**

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

Strategy's Expected Result/Impact: Increased student academic performance in ELA and math. Increase parent involvement in planning and school wide activities.
  Staff Responsible for Monitoring: Principal
AP
 	
  Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 3.1, 3.2
 - Comprehensive Support Strategy
  Funding Sources: Title I Teacher - 211 ESSA-Title I, Part A - $23,800
	Nov	**Feb**	**June**

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

Strategy's Expected Result/Impact: Record of writing samples
Benchmarks
MAP
  Staff Responsible for Monitoring: Principal
 	
  Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5
	Nov	**Feb**	**June**

0% No Progress	100% 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 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.	**Formative**		
Strategy's Expected Result/Impact: Walkthrough Observations Assessments EOC	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Science Teacher Principal AP			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize and monitor Edgenuity for Science.	**Formative**		
Strategy's Expected Result/Impact: Walkthrough Observations EOC Lesson plans Edgenuity Reports	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Science and Social Studies Teacher Principal AP			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development for science instruction.	**Formative**		
Strategy's Expected Result/Impact: EOC Results Benchmarks MAP Lesson Plans	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: ESL Coordinator Principal AP **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 - **Comprehensive Support Strategy**			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue implementing the Total System for after school tutorials.	**Formative**		
Strategy's Expected Result/Impact: On-line Google Sheets Observations Increase Assessment results	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**			

0% No Progress	100% 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 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.	**Formative**		
Strategy's Expected Result/Impact: Benchmarks MAP TELPAS Edgenuity Reports **Staff Responsible for Monitoring:** All Teachers Principal AP Title I Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide professional development in math instruction.	**Formative**		
Strategy's Expected Result/Impact: Benchmarks MAP TELPAS EOC **Staff Responsible for Monitoring:** ESL Coordinator Principal AP **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	**Nov**	**Feb**	**June**

Strategy 3 Details	**Formative Reviews**		
Strategy 3: Continue implementing the Total System for after school tutorials.	**Formative**		
Strategy's Expected Result/Impact: On-line Google Sheets Observations Increase Assessment results **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	**Nov**	**Feb**	**June**

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

0% No Progress   100% 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 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		
Strategy 1: Provide dual credit opportunities for eligible HS students through payment of tuition, textbooks and transportation.	**Formative**		
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 **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Meet with parents to discuss student transition plan.	**Formative**		
Strategy's Expected Result/Impact: Sign in Sheets Observations **Staff Responsible for Monitoring:** Principal AP **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6, 3.1 - **Comprehensive Support Strategy**	**Nov**	**Feb**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide students opportunities to get familiar with college/careers (workshops).	**Formative**		
Strategy's Expected Result/Impact: Record of applications submitted	**Nov**	**Feb**	**June**
Sign in sheets Copy of handouts			
Staff Responsible for Monitoring: Principal AP			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**			

Strategy 4 Details	Formative Reviews		
Strategy 4: The school will provide information on college application process, PSAT, TSI, ASVAB, and SAT and pay the SAT fees for all seniors.	**Formative**		
Strategy's Expected Result/Impact: Record of applications submitted	**Nov**	**Feb**	**June**
Sign in sheets Copy of handouts			
Staff Responsible for Monitoring: Principal AP			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide coherent CTE course sequences and resources for middle school and high school students.	**Formative**		
Strategy's Expected Result/Impact: Increased student participation in coherent CTE courses.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: CTE Teachers Principal			
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - **Comprehensive Support Strategy**			

Strategy 6 Details	Formative Reviews

Strategy 6: Make "College Day" visits available to all Juniors and Seniors.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Record of applications submitted Sign in sheets Copy of handouts **Staff Responsible for Monitoring:** Principal AP **Comprehensive Support Strategy**			

Strategy 7 Details	Formative Reviews

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.	Formative		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Program of presenter **Staff Responsible for Monitoring:** Principal AP **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 - **Comprehensive Support Strategy**			

0% No Progress	100% 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

Strategy 1 Details	Formative Reviews		
Strategy 1: Ensure all teachers are teaching the English Language Proficiency Standards (ELPS) as part of their daily core content curriculum.	Formative		
	Nov	Feb	June
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 **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **Comprehensive Support Strategy**			

Strategy 2 Details	Formative Reviews

Strategy 2: Ensure all teachers use best EL practices within the classroom to reinforce listening, speaking, reading and writing skills through use of Edgenuity.	Formative		
Strategy's Expected Result/Impact: Walkthroughs Program Evaluations EOC TELPAS **Staff Responsible for Monitoring:** ESL Coordinator Assistant campus administrator Campus Administrator Title I Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **Comprehensive Support Strategy**	**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.	Formative		
Strategy's Expected Result/Impact: Sign in sheets Agendas Observations **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6, 3.1 - **Comprehensive Support Strategy**	**Nov**	**Feb**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Evaluation Data Sources: DMAC
MAP
EOC
LAS LINKS

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers will be trained and supported throughout the school year in meeting the needs of SPED students.	Formative		
Strategy's Expected Result/Impact: Sign-in Sheets Observations Training Agendas **Staff Responsible for Monitoring:** Principal SPED Teacher AP **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**	Nov	Feb	June
Strategy 2 Details	**Formative Reviews**		
Strategy 2: SPED Teacher will plan with content area teachers during their conference period to increase student academic achievement.	Formative		
Strategy's Expected Result/Impact: Assessment reports Observations **Staff Responsible for Monitoring:** All Teachers Principal Title I Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**	Nov	Feb	June
0% No Progress	100% Accomplished	Continue/Modify	✕ Discontinue

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 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		
Strategy 1: Increase the level of parent involvement to improve student achievement.	**Formative**		
	Nov	**Feb**	**June**

Open House
Thanksgiving Luncheon
Christmas Program
Spring Festival
Muffins with Mom
Donuts with Dad
Talent Show
Science Fair
 	
    Strategy's Expected Result/Impact: Sign in Sheets
    Record of activity
    Website announcement
    Staff Responsible for Monitoring: All Teachers
    AP
 	
    Schoolwide and Targeted Assistance Title I Elements:
    3.1			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide monthly calendars of school related activities and information.	**Formative**		
Strategy's Expected Result/Impact: Sign in Sheets	**Nov**	**Feb**	**June**

Record of activity
    Website announcement
    Staff Responsible for Monitoring: Administrative Assistant
    Principal
 	
    Schoolwide and Targeted Assistance Title I Elements:
    3.1			

Strategy 3 Details	**Formative Reviews**		
Strategy 3: All communication with parents via calls, mail outs and website links will be made available in both English and Spanish.	**Formative**		
Strategy's Expected Result/Impact: Mail Phone calls Website **Staff Responsible for Monitoring:** Principal AP **Schoolwide and Targeted Assistance Title I Elements:** 3.1	**Nov**	**Feb**	**June**

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Ensure representation of community and parent involvement in the decision-making process.	**Formative**		
LPAC Campus Improvement Plan CTE **Strategy's Expected Result/Impact:** Minutes of Meetings Sign-in Sheets Agendas **Staff Responsible for Monitoring:** ESL Coordinator Principal AP **Schoolwide and Targeted Assistance Title I Elements:** 3.1	**Nov**	**Feb**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Title I Personnel

Name	Position	Program	FTE
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
				Budgeted Fund Source Amount	$0.00

420-PIC 25 State Bilingual/ESL

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- 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 Budgeted	$81,800.00
				Grand Total Spent	$28,800.00
				+/- Difference	$53,000.00