Heritage Academy Charter Schools

Heritage Academy Middle School of Del Rio

2022-2023 Campus Improvement Plan

Accountability Rating: A

Board Approval Date: July 21, 2022
Public Presentation Date: July 21, 2022

Mission Statement

To provide Hope for students through a caring and supportive environment where students are challenged to achieve their fullest potential and cultivate values that build character and productive members of society.

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 White 5.42%, Asian 0%, African American 1.25%, American Indian 13.3%, Native Hawaiian 0%.

Economically Disadvantaged 58.75%, Limited English Proficient (LEP) 66.7%, At-Risk 85.42%, Migrant 0% , Gifted and Talented 1.67%, Special Education 8.75%, and Sec. 504, 6%.

Demographics Strengths

ELL's are receiving more small group, differentiated instruction based on data.

Teacher are receiving professional development targeting ELL strategies and intentional lesson planning development.

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. I Station program is being utilized daily as part of intervention groups and HB 4545.

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 (professional development) for teachers on continuing to meet their needs.
Root Cause: Provide more academic support and interventions for ELL programs and professional development for teachers and staff.

Student Learning

Student Learning Summary

Methods used to collect data reviewed throughout the needs assessment process included stakeholder surveys, 2021-2022 campus-level student performance-based report (e.g., Accountability Ratings and Federal Report Cards), 2021-2022SY state and local student assessment data (e.g., STAAR scores, and Benchmarks), district/campus-level analysis of curriculum resources, instructional support programs (e.g., MAP testing, summative exams, DMAC teacher formative assessments, CTE online courses, IStation Reading and Math), 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 and Instructional Specialist).

According to the data collected throughout the school year, the areas of weakness are 4th, 5th, 6th, 7th , and 8th grade ELA literacy, which directly impacts all areas of TELPAS assessment-Listening, Speaking, Writing, and Reading. Another area of concern this year, due to Covid's learning loss, is math STAAR student growth in 7th and 8th. Once weaknesses are identified, teachers plan instruction accordingly to target the areas of need. If needed, teachers plan for targeted student intervention such as Saturday camps, after-school tutorials, online programs, pull-out programs, and small group instruction. Teachers will continue to receive opportunities for more staff development targeted toward their testing subjects and intensive and strategic ELL teaching strategies.

Student Learning Strengths

- 5th through 8th 2022 Reading and Math STAAR student growth increases. All Math and Reading grade levels showed growth (Student Growth), with 5 out of 8 areas having double-digit percentage growth. (see attachment data)
- 6th through 8th grade ELL students have shown progress in TELPAS, historically. See data chart below:

2022-TELPAS Growth Data	
5th Grade	46% Composite Categorical Growth
6th Grade	51% Composite Categorical Growth
7th Grade	54% Composite Categorical Growth
8th Grade	42% Composite Categorical Growth

2022-TELPAS Growth Data	
TOTAL MS TELPAS GROWTH	**49%**- (met and exceeded the 33% growth requirement for accountability purposes)

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. Lack of a structured literacy program and ELL program.

Problem Statement 2: Writing instructional needs in all grade levels including grammar structure due to a high number of English language learners. **Root Cause:** A large number of the student population are ELL beginners and intermediat (TELPAS) language, learners.

Problem Statement 3: 5th and 9th Science and 8th Social Studies STAAR data below 55%. **Root Cause:** Lack of effective curriculum and resources.

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 the 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.). I-Station program was implemented this year (foundational literacy curriculum) where the areas of phonics, fluency, and comprehension were the target in small group interventions based on system data. TEKS Resource Instructional Focus Document is the focus (rigor).

Personnel

Professional development and mentors are provided as deemed beneficial by the administration. Teachers are provided ample time to plan and collaborate with colleagues in order to meet the needs of their classroom. Daily planning sessions are scheduled and mandatory. Instructional coach and administration is part of planning groups to support lesson development with an engagement focus. 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 (Planning Time-daily) Teachers also analyze data and student work in order to drive instructional decisions (DMAC). Heritage Academy of Del Rio is staffed with full-time teachers of which over 50% are highly qualified.

Data sources-

- IStations Reading and Math Usage Report
- DMAC
- DMAC Quantile Reports
- Total System Google Sheets
- MAP Benchmark Results
- Reading Horizons Reports

- Tutorial List
- TELPAS Scores
- PIEMS
- STAAR Scores
- Edgenuity

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Increase professional development for teachers and support staff throughout the school year. **Root Cause:** Lack of comprehensive professional development plan for teachers and staff.

Problem Statement 2 (Prioritized): Limited access for students and teachers to become proficient with modern technology. **Root Cause:** Heritage Academy of Del Rio lacks smart boards, projectors, and Elmo's to better prepare students and teachers for modern technology.

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.

Problem Statement 4: A need for professional development of teaching grade-level subject matter in English in ways that are comprehensible and engage students academically, while also promoting English language development. **Root Cause:** Lack of ESL-certified personnel and professional development in this area (sheltered instruction).

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 all while developing school pride. **Root Cause:** Minimal record of participation in social events/activities to engage regional and community resources in promoting student/parent awareness and academic growth. Lack of public relations opportunities.

Priority Problem Statements

Problem Statement 1: The growing number of ELL students reflects the support needed (professional development) for teachers on continuing to meet their needs.

Root Cause 1: Provide more academic support and interventions for ELL programs and professional development for teachers and staff.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Increase professional development for teachers and support staff throughout the school year.

Root Cause 2: Lack of comprehensive professional development plan for teachers and staff.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Limited access for students and teachers to become proficient with modern technology.

Root Cause 3: Heritage Academy of Del Rio lacks smart boards, projectors, and Elmo's to better prepare students and teachers for modern technology.

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 all while developing school pride.

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. Lack of public relations opportunities.

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
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

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%.

High Priority

Evaluation Data Sources: Student Survey (once per school year)
Parent Survey (once per school year)
Sign-in Sheets

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			
Counselor classroom lessons			
Staff Responsible for Monitoring: Principal			
AP			
Teachers			
Counselor			
ESF Levers:			
Lever 3: Positive School Culture			
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			
Teachers			
Counselor			

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:** Decrease Referrals Decrease incident of bullying Sign-in Sheets **Staff Responsible for Monitoring:** Principal AP Counselor			

Strategy 4 Details	Formative Reviews		
Strategy 4: Monthly student incentives will be given to promote positive behavior.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Decrease Referrals Decrease incident of bullying Sign-in Sheets **Staff Responsible for Monitoring:** Principal Assistant Principal			

Strategy 5 Details	Formative Reviews		
Strategy 5: The counselor will give lessons to students to support students' social-emotional needs.	**Formative**		
Strategy's Expected Result/Impact: Decrease behavior referrals Decrease bullying incidents	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Counselor Principal Assistant Principal **ESF Levers:** Lever 3: Positive School Culture			

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 STAAR by June 2023 as per Alternative Education Accountability.

Performance Objective 1: Reading and writing (ELAR) STAAR results will improve by 5% by end of 2023 school year.

Evaluation Data Sources: STAAR Reading Analysis
Edgenuity & MAP Progress Reports
Benchmarks
Nine Weeks assessment
Total System
Walkthrough and observation data
IStations Reading
Study Island Report
MyOn/STAR Renaissance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: The instructional coach will provide teachers with coaching opportunities for lesson development and lesson delivery.	**Formative**		
Strategy's Expected Result/Impact: Benchmarks MAP TELPAS STAAR **Staff Responsible for Monitoring:** Principal AP **Funding Sources:** Instructional Specialist - 211 ESSA-Title I, Part A - $5,000	**Nov**	**Feb**	**June**

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 utilizing Study Island reports/data.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Benchmarks MAP DMAC TELPAS STAAR Edgenuity Reports Study Island **Staff Responsible for Monitoring:** ELA Teachers ESL Coordinator ESL Teachers Title I Teacher Principal AP			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development in reading instruction.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Benchmarks MAP TELPAS STAAR Observations **Staff Responsible for Monitoring:** ESL Coordinator Principal AP Instructional Coach **Funding Sources:** ESL/Reading Instruction PD - 211 ESSA-Title I, Part A - $500			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize and monitor Reading Horizons, Study Island and Edgenuity for Reading.	**Formative**		
Strategy's Expected Result/Impact: Benchmarks MAP TELPAS STAAR Edgenuity **Staff Responsible for Monitoring:** All Teachers Principal AP **Funding Sources:** Instructional Technology Resources & Training - 420-PIC 11 General Fund - $15,000, Instructional Resources & Training - 211 ESSA-Title I, Part A - $3,000	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Students will keep journals in all classes to summarize and synthesize information learned (Quick Writes).	**Formative**		
Strategy's Expected Result/Impact: Journal Checks Monitor Written Expressions **Staff Responsible for Monitoring:** All Teachers ESL Coordinator Principal **Funding Sources:** Journals - 420-PIC 11 General Fund - $150	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Saturday school will be offered twice before the STAAR assessment to better prepare students for the STAAR.	**Formative**		
Strategy's Expected Result/Impact: Sign-in Sheets Assessment Reports observations **Staff Responsible for Monitoring:** All Teachers ESL Coordinator Principal AP	Nov	Feb	June

Strategy 7 Details	Formative Reviews

Strategy 7: Provide a Title I teacher to assist teachers and students with interventions and strategies in reading and math.	Formative		
Strategy's Expected Result/Impact: Increase student academic performance in reading & math. Increase parent involvement in programs and support planning for school success activities.	Nov	Feb	June
Staff Responsible for Monitoring: Principal Assistant Principal **Funding Sources:** Title I teacher - 211 ESSA-Title I, Part A - $23,800			

Strategy 8 Details	Formative Reviews

Strategy 8: Utilize Study Island in Reading, Math, Science and Social Studies for Accelerated Learning Instruction to meet HB4545 requirements.	Formative		
Strategy's Expected Result/Impact: STAAR data Benchmarks MAP	Nov	Feb	June
Staff Responsible for Monitoring: Principal AP			

Strategy 9 Details	Formative Reviews

Strategy 9: In order to enhance their reading comprehension, students will be provided with opportunities to practice reading through books in classroom libraries or online programs (MyOn).	Formative		
Strategy's Expected Result/Impact: Benchmarks MAP Accelerated Reader Program	Nov	Feb	June
Staff Responsible for Monitoring: Title 1 Teacher Principal AP ELA Teacher			

| 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 STAAR by June 2023 as per Alternative Education Accountability.

Performance Objective 2: Mathematics STAAR results will improve 5% by end of the 2023 school year.

Evaluation Data Sources: Walkthrough and observation data
STAAR Progress Measure results
District Benchmark Item Analysis
Total System
Edgenuity and Map Reports
Lesson plan development/Structured planning time for teachers
Study Island Report

Strategy 1 Details	Formative Reviews		
Strategy 1: The instructional coach will provide teachers with coaching opportunities for lesson development and lesson delivery.	**Formative**		
Strategy's Expected Result/Impact: Benchmarks	**Nov**	**Feb**	**June**
MAP STAAR			
Staff Responsible for Monitoring: Principal AP			
Funding Sources: - 211 ESSA-Title I, Part A - $5,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize and monitor Study Island and Edgenuity for math. Study Island will be utilized to meet the state requirements for HB4545.	**Formative**		
Strategy's Expected Result/Impact: Benchmarks	**Nov**	**Feb**	**June**
MAP TELPAS STAAR Edgenuity Reports			
Staff Responsible for Monitoring: All Teachers Principal AP Title I Teacher			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development in math instruction.	Formative		
Strategy's Expected Result/Impact: Benchmarks MAP TELPAS STAAR **Staff Responsible for Monitoring:** ESL Coordinator Principal AP Instructional Coach **Funding Sources:** Math PD - 211 ESSA-Title I, Part A - $500	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Saturday school will be offered twice before STAAR testing to better prepare students for the STAAR/EOC.	Formative		
Strategy's Expected Result/Impact: Sign-in Sheets Assessment Reports observations **Staff Responsible for Monitoring:** All Teachers ESL Coordinator Principal AP **Funding Sources:** Saturday School - 420-PIC 11 General Fund - $1,200	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 STAAR by June 2023 as per Alternative Education Accountability.

Performance Objective 3: Science and social studies STAAR results will improve 5% by end of the 2023 school year.

Evaluation Data Sources: Walkthrough and observation data
STAAR Progress Measure results
District Benchmark Item Analysis
Total System
Edgenuity Reports
MAP Data Reports
Study Island Social Studies
Lesson plan development

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	**Nov**	**Feb**	**June**
Observations			
Assessments			
STAAR			
Staff Responsible for Monitoring: Science Teacher			
AP			
Principal			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize and monitor Study Island and Edgenuity for Science. Study Island will be utilized to meet the state requirements for HB4545.	**Formative**		
Strategy's Expected Result/Impact: Walkthrough	**Nov**	**Feb**	**June**
Observations			
STAAR			
Lesson plans			
Edgenuity Reports			
Staff Responsible for Monitoring: Science and Social Studies Teacher			
Principal			
AP			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development for science instruction.	**Formative**		
Strategy's Expected Result/Impact: STAAR Results Benchmarks MAP Lesson Plans **Staff Responsible for Monitoring:** ESL Coordinator Principal AP **Funding Sources:** PD Science & Social Studies curriculum resources - 211 ESSA-Title I, Part A - $500	**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 2023.

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
Opportunities for Credit By Exam
Advanced Credit classes during summer

Strategy 1 Details	Formative Reviews		
Strategy 1: Meet with 8th grade parents to discuss students high school graduation plan.	**Formative**		
Strategy's Expected Result/Impact: Sign in Sheets Observations **Staff Responsible for Monitoring:** AP	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide students opportunities to become familiar with college and careers.	**Formative**		
Strategy's Expected Result/Impact: Record of applications submitted Sign in sheets Copy of handouts **Staff Responsible for Monitoring:** Principal AP	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide coherent CTE course sequences and resources for middle school.	**Formative**		
Strategy's Expected Result/Impact: Increased student participation in coherent CTE courses. **Staff Responsible for Monitoring:** CTE Teachers Principal **Funding Sources:** CTE Guidance Resources - 420-PIC 22 State Career & Technical - $200	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Train teachers with adequate graduation requirements and career plan paths offered by Heritage Academy.	**Formative**		
Strategy's Expected Result/Impact: Increased student participation in coherent CTE courses. **Staff Responsible for Monitoring:** Principal AP	**Nov**	**Feb**	**June**

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

Goal 4: Increase program options that develop and reinforce the strengths, needs, and interests of students in special programs, such as; art, CTE courses, and music.

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		
Strategy 1: Ensure all teachers are teaching the English Language Proficiency Standards (ELPS) as part of their daily core content curriculum.	**Formative**		
Strategy's Expected Result/Impact: Lesson Plans	**Nov**	**Feb**	**June**
Walkthroughs			
TELPAS			
Increase passing rates for ELL students in courses			
Increase student performance rates for ELL students on STAAR			
Staff Responsible for Monitoring: ESL Coordinator			
Principal			
AP			

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure all teachers use best ELL practices within the classroom to reinforce listening, speaking, reading and writing skills through use of Summit K-12 and Study Island.	**Formative**		
Strategy's Expected Result/Impact: Walkthroughs	**Nov**	**Feb**	**June**
Program Evaluations			
STAAR			
TELPAS			
Staff Responsible for Monitoring: ESL Coordinator			
Title I Teacher			
Principal			
AP			

Strategy 3 Details	Formative Reviews

	Formative
Strategy 3: Offer English as a Second Language trainings for all ESL parents and teachers by the ESL Coordinator.			
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Sign in sheets Agendas Observations **Staff Responsible for Monitoring:** Principal			

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

Goal 4: Increase program options that develop and reinforce the strengths, needs, and interests of students in special programs, such as; art, CTE courses, and music.

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		
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:** Special Administrator SPED Teacher Principal AP	**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 and follow their IEP's.	**Formative**		
Strategy's Expected Result/Impact: Assessment reports Observations **Staff Responsible for Monitoring:** Special Educ. Administrator All Teachers Principal Title I Teacher	**Nov**	**Feb**	**June**

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

Goal 4: Increase program options that develop and reinforce the strengths, needs, and interests of students in special programs, such as; art, CTE courses, and music.

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.

High Priority

**Evaluation Data Sources:** Student enrolllment

Strategy 1 Details			Formative Reviews		
Strategy 1: Administration will actively recruit certified teacher to support Dyslexia therapy.			**Formative**		
Strategy's Expected Result/Impact: Increase number of certified applicants TalentEd Hire			**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal					
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Goal 5: Parent involvement will increase by 10% for the school year 2023.

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
> ESL Advisory Participation

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase the level of parent involvement to improve student achievement.	**Formative**		
Open House Thanksgiving Luncheon Christmas Program Spring Festival Muffins with Moms Donuts with Dads GT Fair Talent Show Science Fair **Strategy's Expected Result/Impact:** Sign in Sheets Record of activity Website announcement **Staff Responsible for Monitoring:** All Teachers AP	**Nov**	**Feb**	**June**
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 Record of activity Website announcement **Staff Responsible for Monitoring:** Principal AP	**Nov**	**Feb**	**June**

Strategy 3 Details	Formative Reviews

Strategy 3: All communication with parents via calls, mail-out and website links will be made available in both English and Spanish.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Mail Phone calls Website **Staff Responsible for Monitoring:** Principal AP Administrator Assistant			

Strategy 4 Details	Formative Reviews

Strategy 4: Student planners will be use daily to reinforce teacher and parent communication.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Improve school/parent communication . **Staff Responsible for Monitoring:** Administration			

Strategy 5 Details	Formative Reviews

Strategy 5: Ensure representation of community and parent involvement in the decision-making process. LPAC Campus Improvement Plan CTE GT **Strategy's Expected Result/Impact:** Minutes of Meetings Sign-in Sheets Agendas **Staff Responsible for Monitoring:** ESL Coordinator Assistant Principal Principal	Formative		
	Nov	Feb	June

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

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

CNS methods used to collect data reviewed throughout the needs assessment process included Title I campus meetings, SBDM meetings, stakeholder surveys, 2022 campus-level student performance-based report (e.g., Accountability Ratings and Federal Report Cards), 2021-2022 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), 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 and interventionist, well-rounded education).

2. Campus Improvement Plan

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

5. Targeted Assistance Schools Only

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
Classroom Teacher	Velma Valdez	Titlie I Teacher
Non-classroom Professional	Aurora Solis	Administrative Assistant
Classroom Teacher	Graciela Rocha	Special Education Teacher
Administrator	Maria E. Correa	Principal
Community Representative	Sandra San Miguel	Community Member
Paraprofessional	Araceli Newman	Parent