

**Heritage Academy Charter Schools**  
**Heritage Academy Middle School of Del Rio**  
**2023-2024 Campus Improvement Plan**



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

**Board Approval Date:** July 21, 2023  
**Public Presentation Date:** July 21, 2023

# 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 230 students and serves grades 5th through 8th.

The student population includes White 83.70%, Asian .44%, African American .44%, and American Indian 13.66%.

Economically Disadvantaged 61.68%, Limited English Proficient (LEP) 79.74%, At-Risk 100%, Migrant 0%, Gifted and Talented .88%, Special Education 11.01%, and Sec. 504, 6.3%.

### 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. Study Island program is being utilized daily as part of intervention groups and HB 4545. ELL students are receiving support and interventions for language development through Summit K-12 program.

Wildcat Time- 30-minute daily scheduled interventions. This time is utilized for interventions or enrichment.

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-differentiation. **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, 2022-2023 campus-level student performance-based report (e.g., Accountability Ratings and Federal Report Cards), 2022-2023 state and local student assessment (pre) data (e.g., STAAR scores, and Benchmarks), district/campus-level analysis of curriculum resources, instructional support programs (e.g., MAP testing, DMAC teacher formative assessments, CTE online courses, 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 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 5th through 8th. Due to our high number of ELL students, writing is an area of concern. Once weaknesses are identified, teachers plan instruction accordingly to target the areas of need. If needed, teachers plan for targeted student intervention such as 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

Preliminary Data from 2022-2023 STAAR/EOC data shows us at a possible A or high B rating.

## 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 intermediate (TELPAS) language, learners.

**Problem Statement 3:** 5th and 9th Science and 8th Social Studies STAAR data below 60%. **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. An additional section was added to focus on writing and literacy skills (in addition to ELAR period). During the literacy section students received a 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 to meet their classroom's needs. Daily planning sessions are scheduled daily for teachers (30 minutes daily). Instructional coaches and administration are part of planning groups to support lesson development with an engagement focus. Incentives are offered to teachers for 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 plan with their subject teacher which supports vertical alignment and sharing of resources. TEKS analysis takes place the first day of planning to ensure rigor. 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-

- Study Island Usage Report
- Summit (TELPAS support/reading/writing)
- 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 before the start of classes and 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 has 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 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 sponsorship 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-differentiation.

**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 before the start of classes and 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 sponsorship 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.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

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

### **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
- Study of best practices

# 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		
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Decrease Referrals            Decrease incident of bullying            Sign-in Sheets            Counselor classroom lessons</p> <p><b>Staff Responsible for Monitoring:</b> Principal            AP            Teachers            Counselor</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Agendas            Roster of Community Agencies and Organizations            Sign-in Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principal            AP            Teachers            Counselor</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Students will participate in safety awareness presentations.</p> <p>Red Ribbon Week DRPD Presentations Sheriff Presentations</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease Referrals Decrease incident of bullying Sign-in Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Counselor</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Monthly student incentives will be given to promote positive behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease Referrals Decrease incident of bullying Sign-in Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> The counselor will give lessons to students to support students' social-emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease behavior referrals Decrease bullying incidents</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal Assistant Principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**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 2024 as per Alternative Education Accountability.

**Performance Objective 1:** Reading and writing (ELAR) STAAR results will improve by 5% by end of 2024 school year.





**Evaluation Data Sources:** STAAR Reading Analysis  
 Bright Thinker & MAP Progress Reports  
 Benchmarks  
 Nine Weeks assessment  
 Total System  
 Walkthrough and observation data  
 iStation Reading  
 Study Island Report

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

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Benchmarks  MAP  DMAC  TELPAS  STAAR  Bright Thinker Reports  Study Island</p> <p><b>Staff Responsible for Monitoring:</b> ELA Teachers  ESL Coordinator  ESL Teachers  Title I Teacher  Principal  AP</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide professional development in reading instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Benchmarks  MAP  TELPAS  STAAR  Observations</p> <p><b>Staff Responsible for Monitoring:</b> ESL Coordinator  Principal  AP  Instructional Coach</p> <p><b>Funding Sources:</b> ESL/Reading Instruction PD - 211 ESSA-Title I, Part A - \$500</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Utilize and monitor Reading Horizons, Study Island , I Station, and Summit K-12 for Reading.</p> <p><b>Strategy's Expected Result/Impact:</b> Benchmarks MAP TELPAS STAAR Bright Thinker Summit K-12</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers Principal AP</p> <p><b>Funding Sources:</b> Instructional Technology Resources &amp; Training - 420-PIC 11 General Fund - \$15,000, Instructional Resources &amp; Training - 211 ESSA-Title I, Part A - \$3,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Students will keep journals in all classes to summarize and synthesize information learned (Quick Writes).</p> <p><b>Strategy's Expected Result/Impact:</b> Journal Checks Monitor Written Expressions</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers ESL Coordinator Principal</p> <p><b>Funding Sources:</b> Journals - 420-PIC 11 General Fund - \$150</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 6 Details	Formative Reviews		
<p><b>Strategy 6:</b> Provide a Title I teacher to assist teachers and students with interventions and strategies in reading and math.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student academic performance in reading &amp; math. Increase parent involvement in programs and support planning for school success activities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal</p> <p><b>Funding Sources:</b> Title I teacher - 211 ESSA-Title I, Part A - \$23,800</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>







Strategy 7 Details	Formative Reviews		
<p><b>Strategy 7:</b> Utilize Study Island in Reading, Math, Science and Social Studies for Accelerated Learning Instruction to meet HB4545 requirements.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR data Benchmarks MAP</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 8 Details	Formative Reviews		
<p><b>Strategy 8:</b> 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).</p> <p><b>Strategy's Expected Result/Impact:</b> Benchmarks MAP Accelerated Reader Program</p> <p><b>Staff Responsible for Monitoring:</b> Title 1 Teacher Principal AP ELA Teacher</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 2:** Students across all grade levels will meet or exceed state standards in reading, math, writing, science, and social studies for STAAR by June 2024 as per Alternative Education Accountability.

**Performance Objective 2:** Mathematics STAAR results will improve 5% by end of the 2024 school year.

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The instructional coach will provide teachers with coaching opportunities for lesson development and lesson delivery.</p> <p><b>Strategy's Expected Result/Impact:</b> Benchmarks            MAP            STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal            AP</p> <p><b>Funding Sources:</b> - 211 ESSA-Title I, Part A - \$5,000</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize and monitor Study Island and Bright Thinker for math. Study Island will be utilized to meet the state requirements for HB4545.</p> <p><b>Strategy's Expected Result/Impact:</b> Benchmarks            MAP            TELPAS            STAAR            Bright Thinker Reports</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers            Principal            AP            Title I Teacher</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide professional development in math instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Benchmarks  MAP  TELPAS  STAAR</p> <p><b>Staff Responsible for Monitoring:</b> ESL Coordinator  Principal  AP  Instructional Coach</p> <p><b>Funding Sources:</b> Math PD - 211 ESSA-Title I, Part A - \$500</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**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 2024 as per Alternative Education Accountability.

**Performance Objective 3:** Science and social studies STAAR results will improve 5% by end of the 2024 school year.

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

STAAR Progress Measure results

District Benchmark Item Analysis

Total System





Bright Thinker Reports

MAP Data Reports

Study Island Social Studies

Lesson plan development

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will have access to a science laboratory to perform experiments and showcase them.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthrough Observations Assessments STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Science Teacher AP Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Utilize and monitor Study Island and Bright Thinker for Science. Study Island will be utilized to meet the state requirements for HB4545.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthrough Observations STAAR Lesson plans Edgenuity Reports</p> <p><b>Staff Responsible for Monitoring:</b> Science and Social Studies Teacher Principal AP</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide professional development for science instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR Results            Benchmarks            MAP            Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> ESL Coordinator            Principal            AP</p> <p><b>Funding Sources:</b> PD Science &amp; Social Studies curriculum resources - 211 ESSA-Title I, Part A - \$500</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

**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 2024.

**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		
<p><b>Strategy 1:</b> Meet with 8th grade parents to discuss students high school graduation plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in Sheets Observations</p> <p><b>Staff Responsible for Monitoring:</b> AP</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide students opportunities to become familiar with college and careers.</p> <p><b>Strategy's Expected Result/Impact:</b> Record of applications submitted Sign in sheets Copy of handouts</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Provide coherent CTE course sequences and resources for middle school.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student participation in coherent CTE courses.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Teachers Principal</p> <p><b>Funding Sources:</b> CTE Guidance Resources - 420-PIC 22 State Career &amp; Technical - \$200</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Train teachers with adequate graduation requirements and career plan paths offered by Heritage Academy. <b>Strategy's Expected Result/Impact:</b> Increased student participation in coherent CTE courses. <b>Staff Responsible for Monitoring:</b> Principal AP	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			





**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		
<p><b>Strategy 1:</b> Ensure all teachers are teaching the English Language Proficiency Standards (ELPS) as part of their daily core content curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> ESL Coordinator            Principal            AP</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Walkthroughs            Program Evaluations            STAAR            TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> ESL Coordinator            Title I Teacher            Principal            AP</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>



Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Offer English as a Second Language training for all ESL parents and teachers by the ESL Coordinator. <b>Strategy's Expected Result/Impact:</b> Sign in sheets Agendas Observations <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			





**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		
<p><b>Strategy 1:</b> All teachers will be trained and supported throughout the school year in meeting the needs of SPED students.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign-in Sheets Observations Training Agendas</p> <p><b>Staff Responsible for Monitoring:</b> Special Administrator SPED Teacher Principal AP</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> SPED Teacher will plan with content area teachers during their conference period to increase student academic achievement and follow their IEPs.</p> <p><b>Strategy's Expected Result/Impact:</b> Assessment reports Observations</p> <p><b>Staff Responsible for Monitoring:</b> Special Educ. Administrator All Teachers Principal Title I Teacher</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  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 enrollment





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Administration will actively recruit certified teacher to support Dyslexia therapy. <b>Strategy's Expected Result/Impact:</b> Increase number of certified applicants TalentEd Hire <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

**Goal 5:** Parent involvement will increase by 10% for the school year 2024

**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		
<p><b>Strategy 1:</b> Increase the level of parent involvement to improve student achievement.</p> <p>Open House                      Thanksgiving Luncheon                      Christmas Program                      Talent Show                      Science Fair                      Art Shows                      National Honor Society events</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in Sheets                      Record of activity                      Website announcement</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers                      AP</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide monthly calendars of school related activities and information.</p> <p><b>Strategy's Expected Result/Impact:</b> Sign in Sheets                      Record of activity                      Website announcement</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      AP</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> All communication with parents via calls, mail-out and website links will be made available in both English and Spanish.</p> <p><b>Strategy's Expected Result/Impact:</b> Mail Phone calls Website</p> <p><b>Staff Responsible for Monitoring:</b> Principal AP Administrator Assistant</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Student planners will be use daily to reinforce teacher and parent communication.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve school/parent communication .</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 5 Details	Formative Reviews		
<p><b>Strategy 5:</b> Ensure representation of community and parent involvement in the decision-making process.</p> <p>LPAC Campus Improvement Plan CTE GT</p> <p><b>Strategy's Expected Result/Impact:</b> Minutes of Meetings Sign-in Sheets Agendas</p> <p><b>Staff Responsible for Monitoring:</b> ESL Coordinator Assistant Principal Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

# Title I

## 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).

# 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

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Carol Mireles	Asst. Administrator
Classroom Teacher	Velma Valdez	Title 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
Parent	Monique Reyes	Parent



# Campus Funding Summary

211 ESSA-Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Instructional Specialist		\$5,000.00
2	1	3	ESL/Reading Instruction PD		\$500.00
2	1	4	Instructional Resources & Training		\$3,000.00
2	1	6	Title I teacher		\$23,800.00
2	2	1			\$5,000.00
2	2	3	Math PD		\$500.00
2	3	3	PD Science & Social Studies curriculum resources		\$500.00
<b>Sub-Total</b>					\$38,300.00
<b>Budgeted Fund Source Amount</b>					\$70,469.00
<b>+/- Difference</b>					<b>\$32,169.00</b>
211.03 School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
211 ESF Focused-Support Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$0.00
<b>+/- Difference</b>					\$0.00
255 ESSA-Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$11,595.00

255 ESSA-Title II, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					<b>+/- Difference</b>	<b>\$11,595.00</b>
289 ESSA-Title IV, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					<b>Sub-Total</b>	\$0.00
					<b>Budgeted Fund Source Amount</b>	\$4,550.00
					<b>+/- Difference</b>	<b>\$4,550.00</b>
282-ESSER III Grant						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					<b>Sub-Total</b>	\$0.00
					<b>Budgeted Fund Source Amount</b>	\$70,000.00
					<b>+/- Difference</b>	<b>\$70,000.00</b>
279-TCLAS Grant						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					<b>Sub-Total</b>	\$0.00
					<b>Budgeted Fund Source Amount</b>	\$43,579.00
					<b>+/- Difference</b>	<b>\$43,579.00</b>
					<b>Grand Total Budgeted</b>	\$200,193.00
					<b>Grand Total Spent</b>	\$38,300.00
					<b>+/- Difference</b>	<b>\$161,893.00</b>