

Midlothian Independent School District

Heritage High School

2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary:						
Year	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
9th Grade	261		252	285	325	299
10th Grade	216		249	262	271	320
11th Grade	222		267	249	251	289
12th Grade	131		198	250	248	256
American Indian	2		1	3	4	22
Asian	18		21	21	17	16
African American	45		62	71	95	118
Native Hawaiian				1	1	2
White	615		688	742	731	944
Hispanic	132		159	167	197	221
Two + Races	18		34	36	50	62
Eco Dis	9.6% (80)	9.50%	10.40%			13.7%
ELL	2		7			
SpEd	58		70			108
Total	830		966	1046	1095	1164

Demographics Strengths

Heritage High School Mission Statement was revised in August of 2021 with entire staff input in conjunction with the MISD Cultural Tenets, Learner Profile and Leader Profile:

Midlothian Heritage High School is a supportive and collaborative learning community that empowers servant leaders to embrace a tradition of excellence, innovation, integrity, diversity, and respect.

Student Learning

Student Learning Summary

AP Exam Information	2017	2018	2019	2020	2021
Number of AP Students	385	303	306	333	315
Number of AP Tests Taken	359	500	557	477	483
Percent of AP Students Taking AP Exams	95%	98%	90%	81%	83%
Percent of AP Exams Scoring 3+	34% (123/359)	35% (175/500)	46%	57%	47%
Number of AP Scholars	16	24	29	41	33
Number of AP Scholars with Honors	1	4	5	5	8
Number of AP Scholars with Distinction	4	8	10	14	15
Number of National AP Scholars	0	2	1	1	0

Spring 2019 Data	Approaches	Meets	Masters
Biology	97	77	35
Algebra	84	51	24
US History	95	82	44
English I	80	60	20
English II	87	69	11
Spring 2020: No Testing due to Covid			
Spring 2021 Data	Approaches	Meets	Masters
Biology	91	67	25
Algebra	82	51	21
US History	96	82	60
English I	81	67	17
English II	89	79	21

Texas Education Agency

2019 Accountability Ratings Overall Summary

MIDLOTHIAN HERITAGE H S (070908003) - MIDLOT

Accountability Rating Summary

	Component Score	Scaled Score	R
Overall		90	
Student Achievement		92	
STAAR Performance	61	90	
College, Career and Military Readiness	74	94	
Graduation Rate	96	90	
School Progress		78	
Academic Growth	68	78	

Relative Performance (Eco Dis: 10.4%)	68	73
Closing the Gaps	86	86

Texas Education Agency
2021 Accountability Ratings Overall Summary
MIDLOTHIAN HERITAGE H S (070908003) - MIDLOTHIAN IS

* Confidential *

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	61
College, Career and Military Readiness	73
Graduation Rate	98
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 12.8%)	67

Closing the Gaps % of Indicators Met	
Academic Achievement Status	76%
Growth Status	N/A
Graduation Status	75%
English Language Proficiency Status	N/A
Student Success Status	100%
School Quality Status	100%
% Participation (All Tests)	
2018-19	100%
2020-21	98%

Distinction Designations

Distinction designations were not awarded in 2021.

Student Learning Strengths

** AP Scholars increase every year except 2021

2017 = 21 Scholars

2018 = 38 Scholars

2019 = 45 Scholars

2020 = 60 Scholars

2021 = 56 Scholars

** English I and II showed improvement in Approaches, Meets and Masters, even during the Covid pandemic:

STAAR TEST	Approaches	Meets	Masters
English I	80 to 81	60 to 67	20 to 17 (slight decrease)
English II	87 to 89	69 to 79	11 to 21

Problem Statements Identifying Student Learning Needs

Problem Statement 1: EOC Algebra should have higher scores for the Meets category in African American, EcoDis and SpEd Subpops **Root Cause:** Lack of targeted intervention and repetition of problem solving

Problem Statement 2: Heritage should have more students receiving a point for CCMR **Root Cause:** Lack of whole group targeting for kids in cohorts.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment and Retention:

One of the most important jobs of the school principal is to obtain, retain and grow quality staff members. The principal works many hours meeting with current staff members to build and maintain relationships and to listen to the needs of the current staff members and to also be sure that they are on board with the current vision, mission and goals of the campus. Jobs are posted as early as possible and a great deal of effort is put forth to find the very best person for each position. A strong partnership exists between the principal, athletic coordinator, athletic director, assistant principals and lead teachers --- all working having a voice in determining the adoption of new staff members.

New Teacher Mentoring Program --- this program is in place to give new teachers extra support. Two teachers from Heritage serve as mentor teachers and put in extra time observing new teachers to provide non-threatening feedback and also to cover their classes to provide opportunities for the new teachers to observe other teachers. Time is given in the master schedule when possible for the mentor teachers to have time to work with the new teachers.

There are several iPlan days throughout the year for teachers in the same curriculum area to work on lesson design and vertical and horizontal alignment with the new TRS curriculum and 1:1.

There are also weekly PLC meetings for each department in the core areas and once a month for other departments.

Curriculum, Instruction & Assessment:

Strong leadership is essential in the areas of Curriculum, Instruction and Assessment in order for a school to be exceptional educational institutions. Administrators and Lead Teachers have spent a great deal of time dissecting the TEKS and EOC Data through Lead4Ward Webinars and Strategies and by analyzing AWARE data. Curriculum groups in each EOC tested area committed to spend a day analyzing data to determine TEKS to focus on and develop engaging, innovative lessons in those areas.

There is a strong focus on developing engaging lessons that integrate technology and prompt critical thinking and problem solving. Students are challenged to communicate, collaborate and to be creative. Teachers are encouraged to create classrooms that are student-centered and less lecture-based. The iCoaches are very helpful in assisting teachers and students with instructional technology integration.

In addition, there is a focus on creating many opportunities for PEER INSTRUCTION through QUALITY QUESTIONING in the classroom to improve engagement and retention of information. And, we are continuing to look for ways to diversify our methods of assessment and personalize learning.

There is also a focus on relationships with students ---- because students must know that you love them and must trust you in order to volunteer to learn what it is that you are asking them to do as a teacher. "They don't care how much you know until they know how much you care" is a guiding force in our classrooms.

Technology Integration:

The use of technology not only increases student engagement but also develops appropriate digital citizenship skills which enable students to productively participate in the changing landscape of the future.

School Processes & Programs Strengths

School Safety:

Full time SRO on campus each day who is a strong partner with the administrative team.

Two full time parking lot security person.

Controlled access of parking lots during school hours.

Access control of building --- all exterior doors locked at all times except for limited access during passing periods for students coming to and from Ag and Athletics.

Visitors must buzz in and be seen on video camera before gaining access by the receptionist.

Emergency lock-down button located at reception desk and principal office.

MentorsCare for at risk students giving one-on-one relationship interventions for over 50 students with Midlothian community adults.

Staff Quality, Recruitment & Retainment:

As principal, I feel strongly that one of my most important jobs is to make sure that teachers have everything that they need to be the very best that they can be in the classroom. Administrators must provide the servant leadership needed, give support when needed with finances, resources and a listening ear. I strive to be sure that my teachers LOVE coming to work every day and LOVE what they do and the opportunity they have each day to make a difference in the lives of young people. Teachers do not always get what they want ... but happy teachers are better teachers so we work hard to be sure teachers feel supported and enjoy their work.

Administrators effectively use TTESS to have productive and meaningful conversations with teachers in regards to areas of reinforcement and refinement under a growth mindset.

Curriculum, Instruction & Assessment:

Students are given opportunities to analyze their own learning and growth in certain curriculum areas. Students analyze their assessments and monitor their growth in various areas, especially ones that are Readiness Standards that will be tested on the EOC tests.

We removed the barriers for students to take PreAP and AP classes to encourage more participation in higher level classes. The summer assignments were removed. This encouraged more students to take AP and PreAP classes.

We plan to administer the PSAT, PreACT, and ASVAB to all students on October 19th. Each student will take one of these tests, depending on their grade level. Focusing on the importance of these assessments will hopefully translate to higher ACT and SAT scores for our students, and will provide opportunities for students to be recognized on their PSAT.

Our expectation is for all students in AP classes to take the corresponding AP exam. By focusing on this expectation, we hope that students will continue to exceed their expectations on the AP exams.

Content areas have weekly PLC meetings to collaborate and design lessons.

Technology Lead Learners and Instructional Lead Learners assist in PLCs and in leading the 1:1 and TRS district initiatives.

Technology Integration:

The M*Powered initiative provides each Heritage student with a MacBook Air laptop for use at school and home.

Every Heritage teacher has been issued a MacBook Pro laptop and an iPad.

There is excellent internet connectivity and bandwidth at HHS.

Our learning management system, Canvas, provides a way for students and teachers to communicate and collaborate while maintaining a relatively paperless learning environment.

Premium digital resources such as TexQuest databases and Overdrive digital and audio books are available on all student and teacher devices.

Applications for teacher and student devices are deployed and maintained through the Filewave Kiosk.

Collaboration stations are available in the library for checkout by teachers for classes and small groups of students during TASSEL and free periods. Students can plug in phones, tablets, or laptops to display on large TV screens to collaborate and create using technology.

The Tech Hub by the library is available for students who need technical assistance. The Hub is staffed by a full-time technology aide.

Students are able to bring and use their own devices and connect to the school network.

A kiosk computer is available for parent use.

Students, teachers, and parents also have access to campus technology Teacher Lead Learners supported by a technology specialist and technology instructional specialist for support and instruction assistance.

Students will all be certified in CyberSafe (online digital citizenship certification) through TASSEL time.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We need more teachers with their Master's Degree to be able to better serve the growing number of students requesting dual credit courses. It is best when these classes are taught by Heritage teachers who embrace our existing culture and climate.

Perceptions

Perceptions Summary

The school culture and climate at Heritage High School is one of High Expectations, Respect and Trust.

Heritage High School Mission Statement was revised in August of 2018 with entire staff input in conjunction with the MISD Cultural Tenets, Learner Profile and Leader Profile:

Midlothian Heritage High School is a supportive and collaborative learning community that empowers servant leaders to embrace a tradition of excellence, innovation, integrity, diversity, and respect.

The motto at Heritage High School is "Expect Excellence." This phrase means that all students and staff members should expect excellence from themselves and from each other in all things. This expectation of excellence is applied to academics, behavior, attitude, work ethic, and how we treat each other.

There is a peaceful, respectful climate at the school that stems from the responsibilities that are placed on the students to do what they are asked to do. Students are given the opportunity to use their personal technology devices in accordance with the district 1:1 initiative, and they are also given the responsibility to use 30 minutes of TASSEL in a productive manner to advance their academics. Students are trusted with these responsibilities and have responded with respect towards administrators and staff.

We believe that all members of the Heritage Family are valuable and that WHAT MAKES US DIFFERENT, IS WHAT MAKES US STRONG. We have an increased attention to recognizing diversity and providing social and emotional supports.

We have a focus this year on building a sense of TRUST, SIGNIFICANCE AND BELONGING among our staff ... which we believe in turn will cause a focus on those attributes in students as well. The culture drives the expectations and the success.

Perceptions Strengths

Events/Traditions/Activities:

- * Anti-bullying focus throughout the year with emphasis on positive re-enforcement of positive peer interactions and early detection and intervention of peer relations that are not healthy. All staff have been trained in anti-bullying strategies, with the counselors receiving extra training on interventions and detection.
- * Anti-Drug and Alcohol focus --- especially during Red Ribbon Week. Students sign commitment banner to stay drug-free, videos shown during TASSEL about the value of being clean.
- * Sports Camps and Player Run Practices (PRPs) throughout the summer for students to train and interact with each other and the Jaguar coaches.
- * Jag Camp --- Freshman Orientation the week prior to school starting to make sure new students feel comfortable and excited about becoming a Jaguar.
- * Rowdy Reds --- Spirit group of students committed to show extreme school spirit --- standing at all pep rallies, dressing up on spirit days, running the HERITAGE flags at games and other events, etc.
- * Homecoming -- Spirit Banner Contest, Dress up days, Parade, Homecoming Court including boys and girls from each class, Mums
- * Send-Off Hallway Parade for all sports teams, extra-curricular activities and individuals advancing out of district competition.
- * Veterans Day Observance --- Reception for Veterans, Special hallway parade for veterans with patriotic music, Opportunities for veterans to speak to students, Gifts given to our

veteran guests.

- * TASSEL used for student surveys, student news, videos, pod casts, progress reports, report cards, EOC Review sessions, study hall or tutoring.
- * EOC Review Days that are school wide for each subject to focus on the importance of each test.
- * Social Studies Fair
- * Prom
- * Focus on integration of technology, problem based learning, and the 4 C's --- Communication, Collaboration, Critical Thinking and Creativity in learning.
- * MIT Crew member on campus 2 days a week to give teachers one-on-one assistance using technology in instruction. Also Tech Aide in Tech Hub.
- * Microcephaly Awareness Day --- students raise money in various ways and wear yellow one day to bring awareness and money to the cause.
- * Many student clubs, groups, UIL activities, etc available for students to find their niche.
- * CBI program that is highly integrated into the daily functioning of the school with Partners in PE and Peer Coaching.
- * Jaguar Media present at every school function to capture moments to share on their website, social media and Jaguar News.
- * Student leadership opportunities through Student Council and many officer positions of clubs and groups.
- * NHS
- * Genius Week --- A week for students to pick a passion and conduct research in that area and share what they learn with their peers and staff and parents. We plan to have a Genius Show Off Night so students can share their research with the community.
- * Strong sense of family among the staff members --- peaceful, comfortable, respectful, fun, yet professionally challenging interactions between staff members. Heritage Family Feast at Thanksgiving, Christmas Goodies Week, Teacher Appreciation Week --- gift cards given by community members and parents and given away to all staff that week.
- * Unified Booster Organizations --- Boosters work together with a strong sense of camaraderie, teamwork, and unity for all Jaguars. An Extracurricular Executive Board meets quarterly --- which is composed of the director and booster president from each group, along with the Principal.
- * Communication with parents and community members is current with the use of daily announcements, social media, website and the marquee.
- * Deck The Halls of Heritage Family Night --- Book fair, Santa Photos, Christmas Carols by Choir and Band, Bingo, HHS apparel sales, HHS ornaments, face painting, book fair, angel tree, Class Christmas Trees with ornaments from students and staff sponsors for that class.
- * Respectful interactions between administrators and parents to foster a strong partnership between school and community.
- * Wonderful receptionist who greets all visitors and callers with a pleasant voice and a servant's heart. She interacts in a kind, honest fashion and is very pleasant to be around. She helps visitors and callers get the answers that they need as quickly and efficiently as possible, while maintaining the protocols of school safety.
- * One single Logo used on all school issued apparel, etc ---this single logo is used to unify all Jaguars and to market HHS as one strong unified group.
- * JAGtalks -- educational symposiums in a formal setting for students and staff to share ideas and information and to inspire others to continue to pursue knowledge and understanding. JAG tokens given to students who show up for rewards in class.

- * Heritage Hoopla Day -- a half day in the spring where the students and staff bond and have a day of fun and friendly competition with dodge ball, volleyball, basketball, karaoke, board games, video games, etc.
- * Senior activities including Senior breakfast, Senior Blast and Senior All Night Party are organized with Project Graduation.
- * JagMoments -- Individuals and small groups are recognized on the morning announcements for accomplishments and successes.... not just varsity team sports, but all sorts of joys and successes.

Family & Community Involvement:

- * Daily communication via e-mails, social media, website and marquee.
- * Unified booster organizations that work together in a spirit of teamwork and togetherness for the benefit of all Jaguars. An Extracurricular Executive Board meets quarterly -- which is composed of the director and booster president of each organization and the principal.
- * MentorsCare program with over 50 Midlothian adults serving as mentors for HHS at risk students.
- * Open, honest, respectful communication between administrators and parents.
- * Counselors lead many Parent Meetings throughout the year for various reasons to target information and answer questions regarding situations unique to each grade.
- * Open House is held the evening of Jag Camp. It is a night for all students and families to get information about HHS and learn about how they can be involved in and outside of school.
- * Staff hosts "Meet the Teacher" Night in September.
- * Families and community members make floats for the Homecoming parade. Community members also come out to enjoy the parade and support the Jaguars.
- * Representatives from HHS host promotional booths at the annual Midlothian Fall Festival
- * Community members are welcomed at our annual Veterans Day Celebration.
- * Sports teams and organizations organize periodic service projects in the community throughout the year.
- * Community members are invited to speak in various classrooms throughout the year in regards to college and career readiness and information.
- * Parents serve on the CIP team.
- * Heritage families and community members come together with HHS staff and families to celebrate the holiday season with our annual "Deck the Halls" event.
- * Sports teams and clubs visit other schools in the district to promote HHS and various activities available at HHS.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates

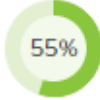

Goals









Revised/Approved: November 15, 2021

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 1: Design, develop and support aligned K-12 curriculum, providing challenging academic content standards and aligned academic achievement standards shown through an increase of 2 percentage points in Accomplished or Higher in each domain, planning and instruction.

Evaluation Data Sources: TTESS M*Powered Domain 1 and 2 data

Strategy 1 Details	Formative Reviews		
Strategy 1: 1) Curriculum teams will meet weekly in PLC meetings to analyze data and create engaging lessons in alignment with TRS. They will also create effective assessments to measure mastery of student expectations at the level and depth & complexity as defined by the state of Texas. Strategy's Expected Result/Impact: Stronger lesson design for deeper learning and higher critical thinking and achievement. Staff Responsible for Monitoring: Lead Teachers Administrators	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 2) Heritage HS will provide TASSEL time 4 times a week for students to attend tutoring 30 minutes each day in areas of need to enhance personalized learning and facilitate choice. Strategy's Expected Result/Impact: Increased one on one and small group instruction and individualized teaching and tutoring for higher rates of learning and success Staff Responsible for Monitoring: Teachers Administrators	Formative		
	Dec	Mar	June
			







Strategy 3 Details	Formative Reviews		
Strategy 3: Edgenuity will be used to serve students who need to obtain on-line credit in a non-traditional method, while still expecting growth and student mastery. The use of Edgenuity will decrease the drop out rate. Strategy's Expected Result/Impact: More students staying on grade level towards graduation which will decrease the drop out rate. Document progress of Edgenuity credits and ensure that we have 100% completion. Goal is for drop out rate to be below .5%. Staff Responsible for Monitoring: Counselors Tech Lab Aide Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will be encouraged to use high level questioning strategies and inquiry-based learning as much as possible. Teachers and staff will be encouraged to try new methods of learning in a risk-taking environment that has protection from adverse consequences. Strategy's Expected Result/Impact: High ratings from students and teachers regarding climate, challenging but safe environment to try new things and take risks. Document Quality Questioning and use of MISD Learner Framework in PLC Google Doc. Staff Responsible for Monitoring: Lead Teachers Administrators iCoaches	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Teachers will complete DATA DIGS by looking at data from AWARE, AP scores, SAT/PSAT scores, MAP and other pieces of data to look for trends to improve instruction and rigor. Strategy's Expected Result/Impact: Data driven decisions about lesson design. Staff Responsible for Monitoring: Lead Teachers Administrators Teachers	Formative		
	Dec	Mar	June
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Pre-AP Teachers will use College Board Pre-AP Curriculum starting this year which will challenge the students in new ways in deeper critical thinking and problem solving, etc. Strategy's Expected Result/Impact: Students will have a deeper and richer PreAP learning experience and will be further along in their learning in preparation for success on future AP Exams Staff Responsible for Monitoring: Pre-AP Teachers, Campus Admin, Lead Teachers	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 2: Using the aligned curriculum we will provide professional learning to improve student growth, measured by the universal screeners and STAAR with 80% of students growth in reading and math.

HB3 Goal

Evaluation Data Sources: MAP Data






Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will analyze MAP Data during iPlan Days and PLC time and will work with each other and iCoach to design lessons based on data results. Strategy's Expected Result/Impact: Improved MAP scores and growth Staff Responsible for Monitoring: Lead Teachers, Campus Admin, iCoach	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Focus on Algebra instruction to include 2 out of 5 days focused on problem solving and repetition and individualized assistance and intervention. Strategy's Expected Result/Impact: Raise EOC Algebra Meets in these subpops: AA from 24% to 31% Eco Dis from 28% to 36% SpEd from 18% to 23% Staff Responsible for Monitoring: Campus Admin, Math Lead Teacher, Algebra Lead, iCoach, All Math teachers	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 3: Provide interim /district assessments which will increase Meets on STAAR by at least 7 percentage points in all content areas from STAAR 2021.

HB3 Goal

Evaluation Data Sources: Eduphoria
Cambrium







Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will administer district interim assessments in designated subjects and will use Aware to analyze the results and adjust lessons as needed to address areas of concern. Strategy's Expected Result/Impact: Improved EOC scores and growth in students Staff Responsible for Monitoring: Lead Teachers, Campus Admin, iCoach	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 4: Provide students opportunities to reach their unlimited potential through collaboration, creativity, critical thinking and communication within the K-12 aligned curriculum with an increase in the Brightbyte data in the Teacher and Student area of the 4 C's by 5 scaled points at the end of 2021-2022 school year.

HB3 Goal

Evaluation Data Sources: BrightByte Data






Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will share out about lessons during PLC and will observe each other during their Iron Sharpens Iron sessions to learn new strategies and techniques of effectively incorporating the use of technology into their lessons. Strategy's Expected Result/Impact: Maximized use of instructional technology in the classroom. Staff Responsible for Monitoring: Lead Teachers, Campus Admin, iCoach	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Attendance in school is expected and rewarded with things like the use of their Trust Card and potential for Exam Exemptions Strategy's Expected Result/Impact: Goal of overall attendance rate of 96.5 or higher. Staff Responsible for Monitoring: Campus Admin, TASSEL Teachers, Attendance clerks	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 5: Support excellence through purpose by providing intentional application of high yield learning strategies for the growth of all students with a decrease of students requiring tiered or AI services by 10%.

HB3 Goal

Evaluation Data Sources: Frontline Tier data
AI progress monitoring/STAAR/MAP



Strategy 1 Details	Formative Reviews		
Strategy 1: Heritage will use a Trust Card system to encourage students to participate in their needed academic interventions for classroom success and AI services. Strategy's Expected Result/Impact: Decreased failure rates, Increased tutoring during TASSEL, Decreased number of students needing AI as the year progresses. Staff Responsible for Monitoring: AI Specialist, Campus Admin Funding Sources: - ESSER-III	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			










Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 6: Increase the participation and achievement of students in Advanced Academics with an increase of 2 percentage points in the enrollment of students in AP, Dual Credit, and 8th Grade Algebra I, as well as increase in CCMR by 2 percentage points.

HB3 Goal

Evaluation Data Sources: Increase of students in advanced academic courses
Increase in CCMR accountability

Strategy 1 Details	Formative Reviews		
Strategy 1: District decreased the cost of AP Exams to encourage more participation. Expectation of all AP students to take all AP Exams Strategy's Expected Result/Impact: Increased participation in AP Exams and increase in students scoring 3 or higher. Staff Responsible for Monitoring: Campus Admin, AP Teachers	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Execute a well organized and productive Course Fair where Advanced Academics will be highlighted. Counselors will make it a priority to discuss advanced academics during course selection process. Strategy's Expected Result/Impact: Increased enrollment in Advanced Academic courses Staff Responsible for Monitoring: Campus Admin, Counselors	Formative		
	Dec	Mar	June
			






Strategy 3 Details	Formative Reviews		
Strategy 3: SAT/PSAT/TSI /ASVAB School Day Testing SAT/ACT Review in multiple formats including on-line and Princeton Review. Communicate with all students and parents about how to set up Khan Academy account linked with College Board for personalized review at home. Strategy's Expected Result/Impact: Greater number of students taking SAT & ACT. Increase SAT School Day participation by 20%. Goal SAT: ELA 557 to 575 MATH 565 to 580 Goal ACT: 21.7 to 22.5 Document number of students in bootcamps for baseline. Document communication to students and parents about Khan Academy. Staff Responsible for Monitoring: Campus Admin, Counselors, College/Career Liaison,	Formative		
	Dec	Mar	June
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Get more Heritage teachers to obtain their Masters Degrees so that they can teach our dual credit classes. Students are more likely to take classes in which they know the instructor and our teachers embrace our expectations and culture. Strategy's Expected Result/Impact: Goal is to eventually have all Dual Credit taught by embedded staff. Would like to be at 90% by 22-23. Staff Responsible for Monitoring: Campus Admin, D.C. Teachers and potential D.C. Teachers	Formative		
	Dec	Mar	June
			
Strategy 5 Details	Formative Reviews		
Strategy 5: All students enrolled in Financial Math, English IV and Business English will concurrently complete the College Bridge curriculum for College and Career Readiness ... and all sophomores will be given the TSI test on a school day. Strategy's Expected Result/Impact: Dramatic improvement in students earning CCMR point from 73% in 2021 of 90% in 2022 Staff Responsible for Monitoring: Teachers in the classes specified, Campus Admin	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 7: Increase special education students' gain score by 5 percentage points on STAAR for each content area subject test.

HB3 Goal

Evaluation Data Sources: STAAR 2022 data by content area , MAP 2022 data






Strategy 1 Details	Formative Reviews		
Strategy 1: Special Education staff will have access to MAP data and District Interim Assessment data to individually work with students on areas of need during TASSEL and inclusion sessions. Strategy's Expected Result/Impact: Increased EOC scores, Student growth Staff Responsible for Monitoring: Campus Admin, SpEd staff	Formative		
	Dec	Mar	June
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Goal 1: Design innovative learning environments while increasing academic rigor through aligned teaching and learning.

Performance Objective 8: Increase Emergent Bilingual Total EL Academic Growth Score in reading and math by 10 percentage points on STAAR assessments by May 2022.

HB3 Goal






Evaluation Data Sources: STAAR 2022 LEP data by content, MAP Growth 2021-22 data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide ESL services for students in need Strategy's Expected Result/Impact: ESL students will have increased scores on TELPAS and show growth on EOCs Staff Responsible for Monitoring: Campus Admin, ESL Teachers Funding Sources: - ESSA-Title II-TPRT - \$500, - ESSA-Title III-Second Language Acquisition - \$550	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 1: Develop and execute a high level recruitment plan by maintaining a 90% or above overall market value (using the TASB comparison group) of employee salaries as measured by TASB.








Evaluation Data Sources: Yearly TASB Salary Study

Strategy 1 Details	Formative Reviews		
Strategy 1: Use interview questions and strategies to find the best fit for our team culture as well as academics. Work with MHS and Central Admin to develop a plan for staffing HHS in 22-23 with the growth and rezoning needs. Strategy's Expected Result/Impact: Obtain the very highest quality employees who bring a variety of skills and talents to our team and who bring diversity in a variety of ways. Staff Responsible for Monitoring: Campus Admin	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 2: Identify and provide support systems needed to increase staff attendance and retain quality staff as measured by the district survey with a 2% increase in employee satisfaction.








Evaluation Data Sources: District Staff Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: New teachers will be given a mentor to support them throughout the year. Strategy's Expected Result/Impact: New teachers will feel supported and know their resources early and often throughout the year. Hopefully we will identify great teachers and build their capacity. Document by emails about New Teacher Mentors and surveys of them through the program. Staff Responsible for Monitoring: Campus Admin, Buddy and Mentor Teachers Funding Sources: - ESSA-Title II-TPRT - \$2,000	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Focus on Campus Culture: Better Together with Trust, Significance and Belonging as areas of importance. Use the Heritage Happiness Committee to support each other in difficult times. Use Spotting Excellence Awards for individuals to recognize positive qualities in others and give affirmation to each other to build significance. Strategy's Expected Result/Impact: Greater feelings of support and satisfaction by staff through informal conversations. Increase in the amount of money donated for various causes by \$100. Consider opening up donations from parents for the Heritage Happiness Committee Staff Responsible for Monitoring: Campus Admin, All Teachers,	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Maintain the Heritage Family Newsletter -- to inform staff of things going on within our Heritage Family. Encourage teachers and staff to share here! Strategy's Expected Result/Impact: Greater sense of family belonging and stronger relationships. Provide a space for affirmation and praise. Staff Responsible for Monitoring: Receptionist, All Staff	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Develop a comprehensive staffing plan to foster innovation, effective communication and a high performing culture throughout the district.

Performance Objective 3: Design and facilitate opportunities to build leadership capacity in staff as seen through survey feedback with a 2% increase in satisfaction of all participants in leadership opportunities.




Evaluation Data Sources: AP Academy Survey
MALA Survey
Any additional Leadership type academies or programs






Strategy 1 Details	Formative Reviews		
Strategy 1: Include teachers and counselors with campus admin in the interview process to select staff for HHS. Strategy's Expected Result/Impact: Allow multiple staff members with the opportunity to be a part of selecting future staff members so that they will feel valued in their opinions and role as a member of our team. Document participation by all in shared Google doc. Staff Responsible for Monitoring: Campus Admin	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers will participate in "Iron Sharpens Iron" process where they observe other teachers and reflect on what they observe that they could apply to their classrooms. Strategy's Expected Result/Impact: Increased respect and understanding for each other which builds stronger trust and relationships between teachers. This then will improve the overall culture and level of significance and belonging. Staff Responsible for Monitoring: Campus Admin Lead Teachers All Teachers in the process	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Encourage all teachers to be involved in something outside of the classroom with their students. Strategy's Expected Result/Impact: When teachers are involved in supporting students in activities outside of the classroom, it raises their level of significance and belonging and improves the overall involvement of students and staff with each other in areas of common interest. Staff Responsible for Monitoring: Campus Admin, All Teachers	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 1: Enhance success for all students by supporting their social and emotional development in a variety of coordinated efforts to honor relationships and celebrate the power of diversity which is measured by an increase in 3 out of the 5 competencies from the personal skills survey.

Evaluation Data Sources: Survey Results




Strategy 1 Details	Formative Reviews		
Strategy 1: Counselors will track their time spent to ensure that enough quality time is spent supporting the social and emotional development of our students. Strategy's Expected Result/Impact: Students will feel safe and supported as evidenced in surveys and conversations. Document by completion of counseling tracking sheet. Staff Responsible for Monitoring: Counselors, Campus Admin Funding Sources: - ESSA-Title IV - \$1,000, - ESSA-Title IV - \$500	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Use Restorative Practices when appropriate to assist students in processing, learning from and moving forward from difficult experiences. Strategy's Expected Result/Impact: 10% Fewer referrals Greater sense of support and fair treatment from students on Youth Truth survey. 5% Higher scores in this area. Staff Responsible for Monitoring: Campus Admin, Counselors	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide supports for homeless students as needed Strategy's Expected Result/Impact: Increased sense of peace and belonging and well being with students who are categorized as Homeless Staff Responsible for Monitoring: Counselors, Campus Admin Funding Sources: - ESSA-Title I - \$181	Formative		
	Dec	Mar	June
			






Strategy 4 Details	Formative Reviews		
Strategy 4: Use LEAP and MentorsCare to connect students who are at-risk or potential drop outs to build relationships with caring adults and find a path to graduation. Strategy's Expected Result/Impact: Drop out rate lower than .5% Staff Responsible for Monitoring: Counselors, Campus Admin, MentorsCare individuals, LEAP staff	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 2: Develop and execute a safety and security plan at the district and campus levels as measured by an increase of 5% in positive responses to safety and security survey questions.

Evaluation Data Sources: District Staff Feedback (Survey)
District Parent Feedback (Survey)
District Student Feedback (Survey)






Strategy 1 Details	Formative Reviews		
Strategy 1: Require all students and staff to wear ID badges around their neck each day. Strategy's Expected Result/Impact: 100% compliance so that we can identify our students and provide better overall security for our school. Staff Responsible for Monitoring: Campus Admin, All Teachers, ISS Teacher making ID Badges	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Use a variety of methods to identify students in need of assistance: Gaggle SeeitHearitStopit MISD anonymous emails MISD Thread assessment system Strategy's Expected Result/Impact: Quicker responsiveness to students in need and to offer appropriate interventions. Document responsiveness to Gaggle alerts and other alerts. Staff Responsible for Monitoring: Campus Admin, Counselors	Formative		
	Dec	Mar	June
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Effectively create and use the Campus Safety Team, the Crisis Response Team and the MERT. Ensure that all members understand their responsibilities in case of an emergency. Strategy's Expected Result/Impact: Effective response in emergencies. Full understanding from all staff members of the expected responses in crisis situations. 100% completion of all safety drills with feedback. Staff Responsible for Monitoring: Campus Admin, Nurse, SRO	Formative		
	Dec	Mar	June
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Use Random Drug Testing Policy to help to deter students from using drugs and drinking alcohol. Strategy's Expected Result/Impact: Fewer students using drugs and alcohol as evidenced in surveys and overall student health. Documentation by successful execution of Random Drug Testing events. Goal of 0 repeat offenders. Staff Responsible for Monitoring: Campus Admin, District Admin, Attendance, PEIMS	Formative		
	Dec	Mar	June
	 10%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 3: Provide professional development and prevention programming for best practices for prevention and management outlined in state guidelines.







Evaluation Data Sources: Prevention programs implemented on campuses reflected by the number of students in attendance.

Strategy 1 Details	Formative Reviews		
Strategy 1: Use Closed TASSEL to educate all students in violence prevention, self confidence and self assurance strategies and provide open door practices for students to access counselors as needed for support Strategy's Expected Result/Impact: Students with greater sense of self confidence and knowledge and power to make good relationship choices. Students will have comfortable easy access to counselors as needed. Staff Responsible for Monitoring: Counselors, Campus Admin, TASSEL Teachers	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

Performance Objective 4: Increase enrollment of AVID program by 2%






Evaluation Data Sources: Enrollment in AVID programs

Strategy 1 Details	Formative Reviews		
Strategy 1: Include AVID in Course Fair. Have students from MHS come to talk at the table. Ask Middle Schools for help in identifying students who may be good AVID students.	Formative		
	Dec	Mar	June
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Work with English and Social Studies teachers this year to help identify students who may be potential AVID students next year through their course work, surveys, etc Strategy's Expected Result/Impact: Early identification of potential AVID students Staff Responsible for Monitoring: Campus Admin, Lead Teachers, Counselors	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: Provide a safe and secure learning environment that supports the social and emotional well-being of our school community.

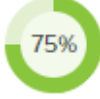




Performance Objective 5: Implementation of active Diversity Council to celebrate the power of diversity, as listed in the District's cultural tenets.

Evaluation Data Sources: Diversity Council feedback

Strategy 1 Details	Formative Reviews		
Strategy 1: Have students, staff and parents participate in the Diversity Council. Have Student Council serve as an avenue to implement initiative and goals from the Diversity Council	Formative		
	Dec	Mar	June
	 50%		
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>			






Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 1: Develop a comprehensive facilities plan to guide financial decisions related to future site acquisitions, new construction, and renovation of existing facilities with 100% within or under budget.

Strategy 1 Details	Formative Reviews		
Strategy 1: Purchase all needed FF&E items for Phase 2 within budget and with the input of various stakeholders using fiscally responsible methods of working with vendors. Strategy's Expected Result/Impact: Properly and effectively furnished Phase 2 parts of the building Staff Responsible for Monitoring: Principal, Central office finance, Campus Secretary, Technology & Athletics	Formative		
	Dec	Mar	June
	 75%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			






Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.

Performance Objective 2: Develop a budgeting process to guide financial decisions related to instructional design and engagement resulting in a 1% reduction in cross-function transfers and a fund balance percentage above 30% (exclusive of the amount of the TIRZ transfer).

Strategy 1 Details	Formative Reviews		
Strategy 1: Include Lead Teachers and Directors in the budget process early to denote items of Need and Want. Allocate the majority of the budget to instructional needs. Strategy's Expected Result/Impact: Fiscally responsible spending of the Heritage Budget with limited cross function transfers and check requests Staff Responsible for Monitoring: Principal, Secretary, Lead Teachers & Directors	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Facilitate budget process and building designs through allocated district resources that foster flexible and innovative learning spaces.






Performance Objective 3: Receive a Superior Rating on the Financial Integrity Reporting System of Texas (the FIRST accountability system).

Strategy 1 Details	Formative Reviews		
Strategy 1: Stay within the budget and follow all finance rules Strategy's Expected Result/Impact: Compliance and top financial ratings Staff Responsible for Monitoring: Principal	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.


Performance Objective 1: Deliver a structured professional development plan to support curriculum and technology integration with an increase of 2% of teachers believing the professional development increased the effectiveness of their teaching and learning.





Evaluation Data Sources: Anonymous feedback data on all district PD

Strategy 1 Details	Formative Reviews		
Strategy 1: Support the teachers in having a growth mindset about learning new things in PD. Encourage teachers to share their best practices and experiences to help their peers to grow. Strategy's Expected Result/Impact: Improved lesson design using data appropriately in differentiation and lesson design. Staff Responsible for Monitoring: Campus Admin, Lead Teachers, All Teachers, iCoaches	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 2: Provide systems to maximize digital resources for MISD students and staff with a goal to resolve 75% of issues within 24 hours.

Strategy 1 Details	Formative Reviews		
Strategy 1: Digital citizenship will be taught through videos, reflections and discussions during TASSEL and also in small group sessions through English classes with the LMS. Strategy's Expected Result/Impact: Students will understand the proper use of their devices at school and will make good decisions about their technology use. 10% Fewer referrals regarding technology use. Completion of digital citizenship trainings through closed TASSEL and LMS sessions in English Classes. Staff Responsible for Monitoring: Campus Admin, Teachers, Closed TASSEL Teachers, LMS	Formative		
	Dec	Mar	June
	 50%		






 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 5: Provide support and resources to cultivate customization and personalization through blended learning opportunities.

Performance Objective 3: Develop and implement a plan for the lifecycle of technology resources (e.g. network and physical security infrastructure, end user devices, and software) to anticipate future needs, inform the district budget and future bond referendums to support district goals and standards.






Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 1: Promote MISD cultural tenants in our community by highlighting at least four best practices a month aligned with our cultural tenants.

Strategy 1 Details	Formative Reviews		
Strategy 1: Sustain and support the Executive Extracurricular Board to ensure collaboration and communication between all booster and student organizations. Strategy's Expected Result/Impact: Teamwork and united Jaguar Spirit. Increased communication and collaboration between various parent support groups. Document the Executive Extracurricular Board meetings. Staff Responsible for Monitoring: Principal, Directors & Coaches	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 2: Be aware and collaborate with campuses by meeting with a campus principal twice a month and have weekly campus visits by department staff members.






Strategy 1 Details	Formative Reviews		
Strategy 1: Have an open door policy for visitors at Heritage and ensure that the campus culture is inviting and welcoming and that there is high level learning going on no matter who is on campus. Strategy's Expected Result/Impact: Greater trust from Central Admin in what we are doing at Heritage Staff Responsible for Monitoring: Campus Admin, Lead Teachers, Receptionist, All Staff	Formative		
	Dec	Mar	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 3: Manage district website to communicate best with our school community in the most accessible and organized manner through training of all staff who manage website content, by checking and maintaining 100% website compliance, and by improving 2 methods of website accessibility.

Goal 6: Build a strong foundation of the MISD culture through communication and engagement to empower all stakeholders.

Performance Objective 4: Communicate with the MISD community on a weekly basis to keep information flowing from the district to community members in order to develop trust and transparency.

Strategy 1 Details	Formative Reviews		
Strategy 1: Maintain the Heritage Daily News mass email each day to parents and staff. Strategy's Expected Result/Impact: Greater sense of belonging and a stronger family atmosphere. Share information for transparent communication. Provide a platform for affirmation for students and staff. Staff Responsible for Monitoring: Support staff for newsletter, Campus Admin, All staff for giving information to include	Formative		
	Dec	Mar	June
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Heritage High School

Total SCE Funds:

Total FTEs Funded by SCE: 2.49

Brief Description of SCE Services and/or Programs

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Personnel for Heritage High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Arroyo, Monica	Teacher	0.25
Davis, Courtney	Counselor	0.2
Ellison, Laurie	Teacher	0.17
Hoff, Eric	Counselor	0.2
Looney, Warren	Paraprofessional	1
Russell, Tommy	Paraprofessional	0.25
Stroner, Collin	Teacher	0.17
Wickersham, David	Paraprofessional	0.25

Campus Funding Summary

ESSA-Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3			\$181.00
Sub-Total					\$181.00
ESSA-Title II-TPRT					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1			\$500.00
2	2	1			\$2,000.00
Sub-Total					\$2,500.00
ESSA-Title III-Second Language Acquisition					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1			\$550.00
Sub-Total					\$550.00
ESSA-Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$1,000.00
3	1	1			\$500.00
Sub-Total					\$1,500.00
ESSER-III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$4,731.00

Addendums