

Heritage Academy Charter Schools

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



**HERITAGE
ACADEMY™**

Public Presentation Date: May 20, 2021

Mission Statement

The Heritage Academy educational philosophy maintains that we value each child as an individual person with unbridled spirit and potential, and each parent as their most fundamental educator. While modeling virtuous conduct and facilitating a comprehensive core curriculum, we emphasize the value of respecting and nurturing the child's dignity as a person while offering them an atmosphere which reflects honor, kindness, and scholarship. Children have a natural inclination to learn, and we intend to provide extraordinary opportunities for each individual child by creating and nurturing an environment that stimulates intellectual growth between all subjects. Our priority is to cultivate an enduring desire to learn and to promote virtuous character. We are able to accomplish this by maintaining a rich culture of teaching and learning while providing each student with the fundamentals of a classical education within a 21st Century environment.

Vision

Through a comprehensive core curriculum and the pursuit of cultural literacy, students will acquire the skills and critical knowledge expected of the 21st century learner in preparation for rigorous academic study.

Value Statement

Through an environment of academic excellence that reflects honor, kindness, and scholarship, we intend to educate and promote an atmosphere that affords each student the self-determination and resources to contemplate and engage in experiences that expand their boundless capacity for academic and social growth. Heritage Academy believes in exposing children to great and noble ideas through resources that are rich in literary content, scientific inquiry, real-world problem solving mathematics, and the appreciation of learning history, art, music and poetry.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	8
District Processes & Programs	10
Perceptions	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: Heritage Academy promotes student achievement, educational leadership, and school community partnership.	17
Goal 2: Heritage Academy prioritizes the safety and well-being of all students and staff.	29
Goal 3: Heritage Academy is dedicated to treating everyone with respect and dignity.	34
Title I Schoolwide Elements	39
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	39
1.1: Comprehensive Needs Assessment	39
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	39
2.1: Campus Improvement Plan developed with appropriate stakeholders	39
2.2: Regular monitoring and revision	39
2.3: Available to parents and community in an understandable format and language	40
2.4: Opportunities for all children to meet State standards	40
2.5: Increased learning time and well-rounded education	40
2.6: Address needs of all students, particularly at-risk	40
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	40
3.1: Develop and distribute Parent and Family Engagement Policy	40
3.2: Offer flexible number of parent involvement meetings	40
Title I Personnel	42
District Needs Assessment Committee	43
District Improvement & Planning Committee	44
District Funding Summary	45

Comprehensive Needs Assessment

Revised/Approved: May 20, 2021

Needs Assessment Overview

Through continuous efforts to improve and expand district and campus operations, services, and supports for students, parents, and employees in our education community, the following information was gathered in a community-based comprehensive needs assessment (CNA) conducted for Heritage Academy Charter Schools, Inc. in March 2021. District Improvement Plan committee members/stakeholders included Heritage Academy District staff, Principals, Teachers, Special Programs Staff, and Parents of Heritage Academy San Antonio and Del Rio campuses.

The comprehensive needs assessment is a systematic process used to acquire an accurate, thorough picture of strengths and challenges of the Heritage Academy district, most importantly the academic requirements of all students to improve student achievement and exceed rigorous performance standards. Furthermore, the needs assessment shall allow the district to determine goals, develop an aligned, data-driven district improvement plan, and allocate appropriate funds and resources. Accordingly, the priority concerns identified through the needs assessment shall be reflected in the district's strategic goals, the district improvement plan, and campus improvement plans while providing guidance and systems-wide perspective for all community stakeholders. Due to the Covid-19 pandemic, the district/campus will continue to implement necessary policies and procedures to address federal/state required school health and safety precautions and an approved instructional continuity plan, to include supplemental technology (supplies & materials) and virtual learning resources to supplement support for all students enrolled in Title I campuses; specifically, children identified with disabilities (SPED & 504), receiving ESL support, considered at-risk due to homelessness, foster care, unaccompanied minor, and migrant status, and participating in dual-credit and CTE courses.

A comprehensive needs assessment review was conducted by the District Needs Assessment Committee in Spring 2021 to specifically identify/prioritize and allocate funding for district/school-wide professional development activities (to include professional contracted services, materials/supplies, food/lodging, & travel/mileage), critical evidenced-based activities/strategies/resources, including COVID-19 related resources/activities needed to determine allocation of supplemental federal/state funding (ESSER I, II, III Grants, Special Education Grants, Perkins V, SIP, ESF-Focused, and ESSA Consolidated Grants) necessary for the district & campuses to provide/implement health and safety precautions/requirements/PPE, health services and instructional support staff, instructional continuity for all at-risk students (homeless, Migrant, Foster care), specifically, students identified with disabilities and participating in SPED, ESL, 504, Dyslexia, as well as students participating in Dual Credit & CTE programs, to include purchase of technology resources to address student academic loss due to COVID slide, student social-emotional/behavioral/mental health concerns, and facilitate Summer school programs & asynchronous/synchronous instruction for remote/in-school learners.

Federal/State COVID-19 guidance, annual climate surveys from school community stakeholders, as well as, demographic, academic, federal/state funding/budgetary resources, program evaluations, and local PEIMS reports were reviewed and discussed at District Needs Assessment Committee & DIP Planning Committee meetings to inform district/campus improvement planning for the 2021-2022 SY.

Demographics

Demographics Summary

Background:

Heritage Academy Charter Schools (HACS) are committed to providing the best educational experience for all students. In an effort to provide this experience for students, data from a wide range of sources are continuously collected, analyzed, and communicated throughout the organization to address challenges, harness strengths, promote shared accountability, and affect positive changes.

Source: 2020-2021 Public Education Information Management System (PEIMS) - Student Demographics

Total Enrollment: 608 Students (February 2021)

Gender: M (55%) & F (45%)

Economic Disadvantage: (60%)

Homeless: (4%)

Foster Care: (1%)

Migrant: (0%)

Special Education: (7%)

Section 504: (9%)

Dyslexia: (2%)

At Risk: (86%)

English Second Language: (40%)

Career & Technology: (45%)

Gifted & Talented: (3%)

Source: 2019-2020 Texas Academic Performance Report (TAPR) - Student Information:

Ethnicity:

Am. Indian/Al. Nat. (.5%)

African Am. (9%)

White (8%)

Hispanic (79%)

Asian (.5%)

Pacific Islander (.3%)

2 or More Races (3%)

Graduation Rate: (95%)

Annual Dropout Rate: (0%)

Attendance Rate: (95%)

SAT/ACT Results: (Annual Graduates - 5% tested; 0.0% at or above criterion)

Staff Quality, Recruitment, and Retention:

According to the 2019-2020 Texas Academic Performance Report (TAPR) district profile, Heritage Academy staff consisted of 73 total employees: 64% teachers, 8% para-educators, 8% professional support, 3% campus administration, 5% district administration and 13% auxiliary staff. Heritage Academy Charter School District is locally governed and managed by the Board of Directors comprised of five members, CEO, and Superintendent.

According to the 2019-2020 TAPR district profile, teachers serving Heritage Academy had an average of 11 years of teaching experience and an average of 3 years of service with the district. 28% of teachers had graduate degrees. The average number of students per teacher was 14:1 in 2019-2020. Heritage Academy maintains a similar student-to-teacher ratio when compared to the state average of 15:1 student-to-teacher ratio. The 2019-2020 TAPR indicates the turnover rate for teachers was 21.1% compared to the state average of 16.8%.

Demographics Strengths

Heritage Academy continues to promote student participation in Career and Technical Education (CTE) and Dual Credit programs. Approximately 25 students have enrolled in dual credit courses for the current academic year. Heritage Academy continues to implement a Gifted and Talented program that serves 9 identified students.

According to the 2020-2021 Heritage Academy Staff Survey, as of February 2021, 47% of Heritage Academy employees have a minimum of ten years or more of experience in education, and 19% of Heritage Academy employees have a minimum of 5 to 9 years of experience in education.

The district continues to implement a compensation plan with competitive salaries that attract qualified applicants to apply for instructional positions in the district. According to the 2019-2020 TAPR, average salaries for campus level staff are as follows: Teachers \$51,448; Professional Support \$55,470; School Leadership \$71,423.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Approximately 17% of campus staff are new or have one year of experience in the field of education. **Root Cause:** Staff turnover rate is 21.1% compared to 16.8% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.

Student Learning

Student Learning Summary

As a charter school district, Heritage Academy believes all students and employees need to be prepared to meet the technological challenges of the 21st century through learning appropriate computer literacy skills that will provide them a set of skills to expand their ability for lifelong learning. Technology resources include new computers for teachers/administrators and chrome books available to all students for classroom/remote learning use with curriculum resources and instructional technology programs.

Methods used to collect data reviewed throughout the needs assessment process included stakeholder surveys, TEA generated district and campus-level student academic performance-based reports (e.g., RDA, TAPR, and Federal/State Report Cards), including current local student assessment data (e.g., 9-week assessments and benchmarks), district/campus-level analysis of curriculum resources, instructional support programs (e.g., Amplify, iStation, mClass, MobiMax, Edgenuity, Accelerated Reader, and Edmentum/Study Island), technology inventories, professional development, parent involvement, health and safety practices, student attendance and discipline reports, and federal grant-funded projects and initiatives (e.g., Title I Teachers, Academic Tutors, Instructional Technology programs, & Reading/Math/Writing Specialists).

Heritage Academy uses Climate surveys, State Interim Assessments, MAP, and DMAC assessment resources to glean information regarding student academic performance, to inform instructional delivery, and implement intervention strategies. All administrators and teachers are expected to use MAP & State Interim Assessments to identify specific objectives indicated as improvement required areas in subject areas, grade levels, and individual student performance. Based on local assessment data reports, measurable curriculum challenges and strengths are seen in the district regarding performance on state/local student academic performance measures (MAP & STATE INTERIM Assessments) across all core subject areas specifically and overall. Implementation of Amplify, mClass, MobyMax, Accelerated Reader, Edmentum, Savvas/Pearson Learning, and Edgenuity (Grades 8-12 only) in grades K-12 will continue to be implemented across campuses. The district will explore alternative or other researched/evidenced-based curriculum resources for the 2021-2022 SY.

The District continues to evaluate and implement a plan for increased technology support and resources regarding high-capacity wireless access/security, support, and computers/laptops to provide expanded opportunities for gathering, accessing, monitoring, analyzing, and utilizing data for effective decision-making and strategic planning due to COVID-19 and the impact on student instruction and learning across all student populations. Online programs such as Websmart, ZOOM, DMAC, MAP, SAVVAS/Pearson Learning, Google Classroom, MobyMax, Study Island, Accelerated Reader, and Edgenuity are intended to facilitate remote instruction/learning, improve teacher effectiveness, and student academic success, especially during the COVID-19 pandemic. Parents were surveyed to assess the need and impact of remote instruction to ascertain how the district may best develop & implement an instructional continuity plan that will facilitate asynchronous/synchronous instruction for all students, including specialized support services/resources for children with disabilities, Bilingual/ESL needs, and participating in CATE/Dual Credit courses, and identified as at-risk due to COVID-19.

Student Learning Strengths

The District provides online/campus-based instructional technology resources and programs to improve student access to curriculum supports in effort to increase student achievement in reading, mathematics, writing, science, and social studies. Instructional technology programs continue to effectively support general education students as well as pupils participating in specialized programs (TITLE I, SPED, ESL, CATE, Dual Credit, GT, & 504/Dyslexia).

An RTI Coordinator at each campus location maintains compliance with federal and state requirements regarding RTI to improve student achievement by addressing the needs of at-risk students. In response to current student achievement data, Title I teachers, Academic Tutors, and Academic Specialists in reading and math, as well as, writing interventonists are in place to provide intervention services to at-risk and academically struggling students. RTI coordinators serve the campuses and are instrumental in ensuring that students in need of additional instructional and/or behavioral supports are provided with research-based interventions informed by weekly/quarterly/semester progress measures (i.e., Small group/Ind. tutoring, State Interim Assessments, MAP, MobyMax, Accelerated Reader, and Study Island) with fidelity prior to determining if a referral to a special program such as Sec. 504/dyslexia or special education is necessary. The district technology goals and efforts have equipped all teachers, staff, and students with updated computers, PC cameras, mounted/unmounted projectors, hot spots, and wireless access/bandwidth to facilitate remote & on-campus learning/instruction, as impacted by the COVID-19 pandemic.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): ELLs across all grade levels have a below average percentage approaches grade level rate on STAAR reading compared to state standard. **Root Cause:** The growing number of ELL students is outpacing the current capacity of teachers in the district that have ESL certification and have a comprehensive understanding of instructional strategies for ELLs.

Problem Statement 2 (Prioritized): Students across 3rd - 8th grade levels have a below average approaches grade level rate on STAAR mathematics compared to the state standard. **Root Cause:** The growing number of Bilingual/ELL & SPED students is outpacing the current capacity of teachers in the district that have Bilingual/ESL & SPED certification and have a comprehensive understanding of instructional strategies for students requiring second language and special education support.

Problem Statement 3 (Prioritized): Students across 8th grade levels have a below average percentage for approaches grade level rate on STAAR social studies compared to the state standard. **Root Cause:** Increased instructional strategies and curriculum supports to increase teacher capacity and improve middle school student performance are needed.

Problem Statement 4 (Prioritized): Students across 5th & 8th grade levels have a below average % for approaches grade level rate on STAAR science compared to the state. **Root Cause:** Increased teacher capacity, project-based learning opportunities, instructional support resources, and lab experiences for middle and high school students.

Problem Statement 5 (Prioritized): Curriculum & required resources for advanced CATE courses for certification in established career pathways are not yet fully implemented. **Root Cause:** CTE Pathways, established course sequences, and related resources/personnel need to be finalized and communicated to students and parents.

Problem Statement 6 (Prioritized): Additional qualified personnel, professional development, and expanded reading/math curriculum resources/instructional technology supports are required to support student academic achievement. **Root Cause:** Current and projected increase in Bilingual/ESL & SPED student population and lack of adequate supports to serve all Bilingual/ESL & SPED student core academic needs.

Problem Statement 7 (Prioritized): Special education teachers and aides need coordinated support for ARD facilitation, IEP development requirements, and inclusion support scheduling. **Root Cause:** Large increase of SPED students identified with low incidence disabilities that require an intense degree of specialized support. New special education staff and aides.

District Processes & Programs

District Processes & Programs Summary

Communication

Communication is vital to the efficacy of all family and community involvement. Using internal and external electronic and printed communication tools, stakeholders receive information and provide critical feedback. With frequent interaction between schools, families, and communities, students are more likely to receive common messages regarding the importance of education, collaboration, and partnerships. Also, a shared vision and strategic priorities translate into district-wide stakeholder participation.

Compliance

The Heritage Academy district has benefited from collaborative efforts to strengthen district-wide systems to promote campus alignment and efficiency of service delivery. These administrative and program initiatives have proven effective in facilitating the district's strategic goals. The ability of campuses to become more functional reflects a desire at all levels of the organization to become more responsive and proactive, to better serve our stakeholders. Campuses have also benefited from an increased effort to facilitate cross-campus collaboration to align processes and share successful ideas throughout the district.

Family and Community Involvement

The District has multi-faceted communication systems in place for students, parents, community members, and all other stakeholders. These systems include District/school websites, Facebook, and Remind apps.

The District continues to evaluate and implement a plan for technology support and resources regarding high-capacity wireless access/security, support, and computers/laptops to provide expanded opportunities for gathering, accessing, monitoring, analyzing, and utilizing data for effective decision-making and strategic planning as well as instruction.

District Processes & Programs Strengths

The District maintains several online programs such as Websmart, Savvas Pearson Learning, DMAC, MAP, Accelerated Reader, Study Island, Edgenuity, and MobyMax that are intended to improve staff effectiveness and facilitate student academic success.

Professional development opportunities are provided for all staff prior to the start of the new school year and throughout the academic calendar to ensure all staff are prepared to meet the needs of all stakeholders in the school community.

Heritage Academy campuses engage in a variety of strategies to encourage family participation in their child's education, promote volunteerism and actively recruit support from business partners. With the financial support of Title I, campus leaders seek to involve parents

in an effective home-school partnership to provide the best possible education for all students.

Heritage Academy receives federal ESSER & Title grant funds to supplement state funding for district and campus-wide programs and operations to support the needs of all students/families, teachers, administrators, and staff. These funds are used to provide health/safety services/resources/equipment and additional instructional support for student groups identified as needing additional assistance in core subject areas. Some of the services provided to students include tutoring, computer-assisted instruction, intervention classes, professional development and funds to increase parental involvement activities. Heritage Academy also receives Title II funds. Funds allocated to the district under this program are used to provide supplemental professional development services to staff in the core subject areas. Training is conducted both on the campuses and at the Region 20 Education Service Center via In-person or/and Zoom). Title II funds are also used to supplement efforts to recruit, hire, and retain teachers. Title III funds received by the district through a shared services agreement with ESC Region 20, and are used to supplement costs of resources to support instruction for ESL students. Title IV funds received by the district are used to supplement the costs associated with student educational wellness, safety, and tuition/textbook fees for high school students participating in dual-credit college courses.

Carl D. Perkins grant funds are received by the district through a shared services agreement with ESC Region 20, and are utilized to supplement costs of resources to support instructional needs of students enrolled in CTE courses. Special education federal grant funds are also received by Heritage Academy to support the needs of eligible students identified with a disability per federal and state laws regarding special education. Heritage Academy utilized the 2019-2021 School Safety and Security grant to supplement costs of fencing around the Heritage Academy Middle School located in Del Rio. A portable building was added for students at the Heritage Academy middle school campus in Del Rio, which will afford a cafeteria space and more classroom space to accommodate an anticipated increase in student enrollment. All federal grants and state funds awarded to Heritage Academy are utilized to supplement and implement district academic and performance goals/strategies to address student engagement/achievement, staff development and effectiveness, health and safety measures (to include COVID-19 precautions). parent involvement, school culture and climate, instructional technology resources, and post-secondary readiness materials/supports.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 5 (Prioritized): There is a moderate supply of Personal Protective Equipment (PPE) & Infection Control Resources to sustain a continuous safe & healthy educational environment for students and employees **Root Cause:** Difficulty acquiring PPE from vendors in a timely manner due to limited vendor supply & high cost of resources/materials.

Problem Statement 6 (Prioritized): Data analysis knowledge/skills and data-driven decision-making among instructional staff are not proficient and reflected consistently in lesson planning and instructional practices. **Root Cause:** There is a lack of strategically-scheduled comprehensive professional development activities, PLCs, beginning teacher mentor support, effective use of MAP & DMAC programs, and data analysis & data-driven instructional practices. There is a lack of timely communication/access to a published district-wide assessment calendar aligned to the core curriculum/scope & sequence for both campus locations.

Perceptions

Perceptions Summary

District Culture and Climate

Heritage Academy is committed to fostering a nurturing positive culture and climate at each school to ensure a safe teaching and learning environment for teachers and students. The district leadership works collaboratively with students, parents, and schools to provide a safe teaching and culturally-responsive learning environment.

Challenges and Opportunities

The dedication to excellence and expectation for success is evident by the concerted efforts, support, and partnerships with students, families, staff, and administration, throughout the Heritage Academy Charter School community. Engaging students and parents in comprehensive and rigorous academic exercise and character development, framed by an expanding classical curriculum, and delivered through combined traditional, blended, and Socratic instruction, are chief among multiple key factors promoting success in the Heritage Academy learning environment.

Heritage Academy is committed to the active recruitment, hiring, utilization, and retention of all district personnel; specifically, highly trained and competent instructional staff. The scope of our efforts includes development and maintenance of the employee salary scale, improved benefits management, maintenance of student and human resources records, and the establishment of an effective teacher mentoring program. The initiatives mentioned above underscore a continued mission to maintain premium standards of organizational and educational practice.

Perceptions Strengths

The District conducts annual climate surveys that reflect stakeholder (Parents, Students, and Staff) views their experiences with programs, services, and systems. To ensure all Heritage Academy campuses are aligned in providing a safe teaching and learning environment, the district embraces efficient, practical, researched-based initiatives that facilitate the development of safe and secure schools (including Safe Schools & TAGT Professional Development/Online training resources).

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campus staff require additional/ongoing training & teacher mentors regarding classroom management and differentiated instruction for all students, specifically at-risk students. **Root Cause:** There is an increase of students with specialized needs included in the general education classroom that requires teachers to have additional supports and training.

Priority Problem Statements

Problem Statement 2: ELLs across all grade levels have a below average percentage approaches grade level rate on STAAR reading compared to state standard.

Root Cause 2: The growing number of ELL students is outpacing the current capacity of teachers in the district that have ESL certification and have a comprehensive understanding of instructional strategies for ELLs.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: Students across 8th grade levels have a below average percentage for approaches grade level rate on STAAR social studies compared to the state standard.

Root Cause 4: Increased instructional strategies and curriculum supports to increase teacher capacity and improve middle school student performance are needed.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Students across 5th & 8th grade levels have a below average % for approaches grade level rate on STAAR science compared to the state.

Root Cause 5: Increased teacher capacity, project-based learning opportunities, instructional support resources, and lab experiences for middle and high school students.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students across 3rd - 8th grade levels have a below average approaches grade level rate on STAAR mathematics compared to the state standard.

Root Cause 6: The growing number of Bilingual/ELL & SPED students is outpacing the current capacity of teachers in the district that have Bilingual/ESL & SPED certification and have a comprehensive understanding of instructional strategies for students requiring second language and special education support.

Problem Statement 6 Areas: Student Learning

Problem Statement 10: Campus staff require additional/ongoing training & teacher mentors regarding classroom management and differentiated instruction for all students, specifically at-risk students.

Root Cause 10: There is an increase of students with specialized needs included in the general education classroom that requires teachers to have additional supports and training.

Problem Statement 10 Areas: Perceptions

Problem Statement 12: Special education teachers and aides need coordinated support for ARD facilitation, IEP development requirements, and inclusion support scheduling.

Root Cause 12: Large increase of SPED students identified with low incidence disabilities that require an intense degree of specialized support. New special education staff and aides.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: Curriculum & required resources for advanced CATE courses for certification in established career pathways are not yet fully implemented.

Root Cause 13: CTE Pathways, established course sequences, and related resources/personnel need to be finalized and communicated to students and parents.

Problem Statement 13 Areas: Student Learning

Problem Statement 17: Additional qualified personnel, professional development, and expanded reading/math curriculum resources/instructional technology supports are required to support student academic achievement.

Root Cause 17: Current and projected increase in Bilingual/ESL & SPED student population and lack of adequate supports to serve all Bilingual/ESL & SPED student core academic needs.

Problem Statement 17 Areas: Student Learning

Problem Statement 19: There is a moderate supply of Personal Protective Equipment (PPE) & Infection Control Resources to sustain a continuous safe & healthy educational environment for students and employees

Root Cause 19: Difficulty acquiring PPE from vendors in a timely manner due to limited vendor supply & high cost of resources/materials.

Problem Statement 19 Areas: District Processes & Programs

Problem Statement 20: Approximately 17% of campus staff are new or have one year of experience in the field of education.

Root Cause 20: Staff turnover rate is 21.1% compared to 16.8% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.

Problem Statement 20 Areas: Demographics

Problem Statement 21: Data analysis knowledge/skills and data-driven decision-making among instructional staff are not proficient and reflected consistently in lesson planning and instructional practices.

Root Cause 21: There is a lack of strategically-scheduled comprehensive professional development activities, PLCs, beginning teacher mentor support, effective use of MAP & DMAC programs, and data analysis & data-driven instructional practices. There is a lack of timely communication/access to a published district-wide assessment calendar aligned to the core curriculum/scope & sequence for both campus locations.

Problem Statement 21 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless 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
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: April 23, 2021

Goal 1: Heritage Academy promotes student achievement, educational leadership, and school community partnership.

Performance Objective 1: The District will evaluate and address the individual needs of each student. Student performance will be evaluated in academics, college, career, and military readiness. By implementing the district curriculum in conjunction with research-based resources, strategies, & program initiatives required to strengthen the instructional core, STAAR /EOC student academic performance rates will reflect an increase of at least 3% growth of all tested grade-level subject areas for students regarding Approaching, Meets, & Masters STAAR/EOC Performance Rates.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 2019-2020 Texas Academic Performance report:

- Overall Student Achievement/Accountability Rating
- Overall Performance Rating
- Grade Level Performance Rating
- Approaching STAAR /EOC Performance Rate
- Meets STAAR/EOC Performance Rate
- Masters STAAR/EOC Performance Rate
- Local PEIMS reports
- Local Student Assessment Data
- Teacher Incentive Allotment Plan

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Pre-Kindergarten Program: Pre-K curriculum will be based upon the Pre-K guidelines aligned to the Kindergarten curriculum. The district will provide ongoing professional development regarding Frog Street curriculum to increase readiness for kindergarten.</p> <p>Strategy's Expected Result/Impact: Frog Street curriculum student assessments will be conducted two/three times (BOY/MOY/EOY) per year to guide professional development.</p> <p>Staff Responsible for Monitoring: Campus Administration Curriculum and Assessment Coordinator</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: Pre-Kindergarten Curriculum Resources/Instructional Technology & Assessment - 420-PIC 36 Early Education - \$53,584, Pre-Kindergarten Curriculum & Instructional Support - 282-ESSER III Grant - \$25,000, Pre-Kindergarten Curriculum Resources/Instructional Technology & Assessment - 410-Instructional Materials Allotment - \$5,000</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Reading: The district will increase student achievement by providing Pearson grade-level reading curriculum and instructional technology resources (iStation, Amplify, mClass, Accelerated Reader, Edmentum, MobyMax), professional development, providing Reading/ELA specialists/tutors, and PLCs for campus instructional staff. Participation in Reading Academies per state mandated requirements (K-2). Strategic planning for all instructional staff will focus on fidelity of the reading curriculum and understanding of data analysis.</p> <p>Strategy's Expected Result/Impact: Increase in grade level Reading performance each quarter as determined by State Interim & MAP assessments.</p> <p>K-2 students will demonstrate at least one year's expected growth from fall to spring on their grade level's assigned curriculum measures.</p> <p>3rd Reading will increase to 73% Approaches, 42% Meets, and 25% Masters. 4th Reading will increase to 71% Approaches, 40% Meets, and 19% Masters. 5th Reading will increase to 86% Approaches, 50% Meets, and 26% Masters. 6th Grade Reading will increase to 80% Approaches, 36% Meets, and 16% Masters. 7th Grade Reading will increase to 74% Approaches, 50% Meets, and 30% Masters. 8th Grade Reading will increase to 86% Approaches, 65% Meets, and 35% Masters. English I EOC will increase to 67% Approaches, 49% Meets, and 11% Masters. English II EOC will increase to 80% approaches, 49% Meets, and 7% Masters.</p> <p>Staff Responsible for Monitoring: Curriculum & Assessment Coordinator Campus Administrators 504/Dyslexia Coordinator DCSI</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1</p> <p>Problem Statements: Student Learning 1, 6</p> <p>Funding Sources: ELAR Curriculum Resources & Instructional Supports - 420-PIC 24 State Comp Ed (SCE) - \$75,000, ELAR Curriculum Resources & Instructional Support - 211.03 School Improvement Grant - \$15,000, ELAR Specialists - 255 ESSA-Title II, Part A - \$11,000, ELAR Curriculum Resources & ELAR Specialist - 211.03 School Improvement Grant - \$10,000, ELAR Curriculum Resources & Professional Development - 282-ESSER III Grant - \$75,000, ELAR PD activities, Curriculum & Instructional Technology Resources - 211 ESSA-Title I, Part A - \$36,584, ELAR Curriculum Resources & Instructional Supports - 211 ESF Focused-Support Grant - \$10,000</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math: The district will enhance student achievement regarding math concepts, numerical fluency, and daily problem solving by streamlining the usage of math curriculum/instructional technology resources (Edmentum & MobyMax), professional development, providing Math Specialists/tutors, and PLCs for campus instructional staff. Strategic planning for all instructional staff will focus on fidelity of the math curriculum and understanding of data analysis.</p> <p>Strategy's Expected Result/Impact: Increase in grade level math performance each quarter as determined by State Interim & MAP assessments.</p> <p>K-2 students will demonstrate at least one year's expected growth from fall to spring on their grade level's assigned curriculum measures.</p> <p>3rd Grade Math will increase to 76% Approaches, 45% Meets, and 21% Masters. 4th Grade Math will increase to 71% Approaches, 42% Meets, and 24% Masters. 5th Grade Math will increase to 88% Approaches, 56% Meets, and 34% Masters. 6th Grade Math will increase to 90% Approaches, 50% Meets, and 20% Masters. 7th Grade Math will increase to 75% Approaches, 39% Meets, and 14% Masters. 8th Grade Math will increase to 88% Approaches, 54% Meets, and 23% Masters. Algebra I will increase to 95% Approaches, 61% Meets, and 37% Masters.</p> <p>Staff Responsible for Monitoring: Campus Administrators Curriculum & Assessment Coordinator DCSI</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.1</p> <p>Problem Statements: Student Learning 2, 6</p> <p>Funding Sources: Math Curriculum & Instructional Technology Resources - 420-PIC 24 State Comp Ed (SCE) - \$75,000, Math Curriculum & Instructional Technology Resources - 211.03 School Improvement Grant - \$15,000, Math Specialists - 255 ESSA-Title II, Part A - \$10,000, Math Specialists - 211.03 School Improvement Grant - \$15,000, Math PD activities, Curriculum & Instructional Technology Resources - 211 ESSA-Title I, Part A - \$45,000, Math Curriculum & Instructional Technology Resources - 282-ESSER III Grant - \$75,000, Math Curriculum & Instructional Technology Resources - 211 ESF Focused-Support Grant - \$10,000</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Science: The district will improve student achievement regarding science and develop scientific inquiry in students to drive conceptual understanding by regularly embedding writing as a mode of communicating scientific understanding, and by streamlining the usage of science curriculum/instructional technology resources, professional development, and PLCs for campus instructional staff. Strategic planning for all instructional staff will focus on fidelity of the science curriculum and understanding of data analysis.. Purposeful planning will emphasize the importance of lab experience time.</p> <p>Strategy's Expected Result/Impact: 5th Grade Science will increase to 71% Approaches, 44% Meets, and 20% Masters. 8th Grade Science will increase to 81% Approaches, 50% Meets, and 24% Masters. Biology will increase to 95% Approaches, 65% Meets, and 26% Masters.</p> <p>Staff Responsible for Monitoring: Campus Administrators Curriculum & Assessment Coordinator DCSI</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 4</p> <p>Funding Sources: Science Curriculum & Instructional Resources and STAAR Preparation supplies/materials - 420-PIC 24 State Comp Ed (SCE) - \$20,000, Science Curriculum & Instructional Resources and STAAR Preparation supplies/materials - 282-ESSER III Grant - \$15,000</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Social Studies: The district will enhance student achievement in social studies through instruction that embeds a higher frequency of artifact based, and non-fiction writing components, and by streamlining the usage of science curriculum/instructional technology resources, professional development, and PLCs for campus instructional staff. . Students will have opportunity to connect real-world experiences with historical context (facts, figures, events) to create a depth of knowledge. Strategic planning for all instructional staff will focus on fidelity of the social studies curriculum, understanding of data analysis, and data-driven instruction.</p> <p>Strategy's Expected Result/Impact: 8th Grade Social Studies will increase to 69% Approaches, 34% Meets, and 17% Masters. US History will increase to 94% Approaches, 77% Meets, and 48% Masters.</p> <p>Staff Responsible for Monitoring: Campus Administrators Curriculum & Assessment Coordinator DCSI</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Social Studies Curriculum & Instruction Resources and STAAR Preparation supplies/materials - 420-PIC 24 State Comp Ed (SCE) - \$20,000, Social Studies Curriculum & Instruction Resources and STAAR Preparation supplies/materials - 282-ESSER III Grant - \$15,000</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Instructional Planning: The district will utilize the TEKS Resource System and purposefully planned PLCs to streamline curriculum across all content areas.</p> <p>Strategy's Expected Result/Impact: 100% of HACS teachers will participate in TEKS Resource System professional development, PLCs, and have access to the TEKS Resource System to plan and deliver high quality instructional lessons aligned to the TEKS/State standards to ensure all students are provided quality instruction designed to meet or exceed state accountability standards.</p> <p>Staff Responsible for Monitoring: Campus Administration District Curriculum Coordinator DCSI</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 7</p> <p>Funding Sources: TEKS Resource System - 420-PIC 11 General Fund - \$7,000</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Data and Assessment: The district will streamline assessment procedures to support teachers in the analysis of data and making real-time adjustments to classroom and student-specific instruction and providing technology resources and aligned professional development activities.</p> <p>Strategy's Expected Result/Impact: 100% of instructional staff will have access and participate in professional development regarding MAP assessment & DMAC .</p> <p>Staff Responsible for Monitoring: Campus Administration District Curriculum Coordinator Campus Testing Coordinators DCSI</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 1 - District Processes & Programs 6</p> <p>Funding Sources: Data Assessment/Monitoring Resources & Professional Development Activities - 420-PIC 22 State Career & Technical - \$25,000, Data Assessment/Monitoring Resources & Professional Development Activities - 282-ESSER III Grant - \$10,000, Data Assessment/Monitoring Resources & Professional Development Activities - 211 ESF Focused-Support Grant - \$79,000</p>	Formative		
	Nov	Feb	June





Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Progress Monitoring: Teachers will monitor student progress through regular universal screeners for reading and math. After-school/During-school professional contracted tutors will provide additional instructional support to targeted, at-risk students for reading and math. District Coordinator of School Improvement (DCSI) will support campus leadership/instructional staff, monitor campus processes/programs to improve student achievement, and report progress to campus, district, Region 20, & TEA through appropriate communication tools for campuses engaging in ESF/Comprehensive School Improvement State/federal intervention requirements.</p> <p>Strategy's Expected Result/Impact: 100% of students will be administered universal screening/benchmark assessments three times a year. Based on data, targeted at-risk students will receive differentiated instruction and additional campus interventions within tier 1, 2 and 3.</p> <p>Staff Responsible for Monitoring: Campus Administration District Curriculum Coordinator Campus Testing Coordinators District Coordinator of School Improvement (DCSI)</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Student Learning 2, 6 - District Processes & Programs 6</p> <p>Funding Sources: Professional Development & Instructional Resources for Students - STAAR/EOC assessment preparation - 211 ESSA-Title I, Part A - \$15,000, District Coordinator of School Improvement (DCSI) - 211.03 School Improvement Grant - \$15,000, Professional Development & Instructional Resources for Students - STAAR/EOC assessment preparation - 211.03 School Improvement Grant - \$20,000, Supplemental Instructional Staff & Resources for Students - STAAR/EOC assessment preparation - 420-PIC 24 State Comp Ed (SCE) - \$60,000, District Coordinator of School Improvement (DCSI) - 282-ESSER III Grant - \$15,000, Professional Contracted Reading & Math Tutors for at-risk student instructional support - 420-PIC 24 State Comp Ed (SCE) - \$32,314</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Response to Intervention: Teachers will identify struggling learners through the RtI process, providing written documentation of student needs, identifying resources to support achievement and regularly report student progress to RTI Coordinators who will document student plan/progress via Tier-2 and Tier-3 screens in online RTI student database program.</p> <p>Strategy's Expected Result/Impact: 100% of students identified as having academic difficulties will have ongoing documentation in Frontline RtI program, and be provided differentiated instruction/additional support and follow-up regarding their progress.</p> <p>Staff Responsible for Monitoring: Campus Administration Title I Teachers RtI Coordinators DCSI</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Equity Plan</p> <p>Problem Statements: Student Learning 2, 6 - District Processes & Programs 6</p> <p>Funding Sources: Instructional Supports, Prof. Development., & RtI Resources for reading and math interventions to at-risk students. - 420-PIC 24 State Comp Ed (SCE) - \$50,000</p>	Formative		
	Nov	Feb	June

Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Title I: The Title I, Part A school-wide program is designed to provide supplemental instruction support to campuses, with a population that contains 40% or higher of low-income students, to increase academic achievement. The basis for eligibility is indicated on the ESSA Consolidated Federal Grant Application and campuses are served in rank order, with per pupil allocations tiered, based on need of services.</p> <p>Strategy's Expected Result/Impact: Provide Title I teachers to facilitate development of PFE Policy/Parent Engagement activities, while implementing, monitoring, and coordinating core instructional supports and strategies for at-risk students targeted for intensive reading and math intervention. The campus allocations worksheet maintains a rank order with needs prioritized and funds efficiently utilized within the grant year. Campus Title I plans reflect strategies developed from a comprehensive needs assessment and fiscal prioritization categorized by the Commissioner's 4 priorities.</p> <p>Staff Responsible for Monitoring: Campus Administration Title I Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Results Driven Accountability - Equity Plan</p> <p>Problem Statements: Student Learning 1, 2, 6</p> <p>Funding Sources: Title I Teachers - 211 ESSA-Title I, Part A - \$80,000, Title I Teachers - 420-PIC 24 State Comp Ed (SCE) - \$30,000, Contracted professional services, Instructional support personnel, resources, materials, & supplies to supplement interventions for at-risk students to address academic loss (COVID Slide) - 282-ESSER III Grant - \$100,000</p>	Formative		
	Nov	Feb	June
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Special Education Services: The district will continue to address/improve inclusion/resource placement practices, provide professional contracted services/resources (Frontline eSTAR program, Speech, LSSP, SPED Coordinator, AI, VI, & OT services), and provide professional development in specific content areas and low-incidence disabilities instruction/supports, improve progress monitoring, and support improved instructional strategies. Purposeful planning will be provided during district/campus PLC times to enhance content knowledge of special education teachers.</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-2022 school year, students in special education will demonstrate increased performance on the STARR exam, by 5% in Approaches, 5% in Meets, and 5% in Masters.</p> <p>Staff Responsible for Monitoring: Campus Administration District Curriculum Coordinator Special Education Director Campus Testing Coordinators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Results Driven Accountability</p> <p>Funding Sources: Instructional Support, Prof. Development., & SPED Resources for interventions to support SPED students - 224 IDEA B, Formula Sp-Ed - \$100,000, Instructional Support, Prof. Development., & SPED Resources for interventions to support SPED students - 225 IDEA B, Preschool Sp-Ed - \$1,800, Instructional Support, Diagnostician/Assessment Stipend, Prof. Development., & SPED Resources for interventions to support SPED students - 282-ESSER III Grant - \$75,000, Instructional Support, Prof. Development., & SPED Resources for interventions to support SPED students - 420-PIC 23 State Special Education - \$420,498</p>	Formative		
	Nov	Feb	June

Strategy 12 Details	Formative Reviews		
<p>Strategy 12: English Learners: The district will use an ESL instructional design, depending on campus and grade as well as sheltered instruction strategies for developing academic language proficiency. Purposeful planning will be developed with the collaboration of Special Education, C&I, CTE, and other campus instructional supports. Additional supports include strategic scheduling of English learners needing additional linguistic support and DMAC ESL student database program for monitoring student progress.</p> <p>Strategy's Expected Result/Impact: By the end of the 2021-22 school year, students participating in the ESL program and monitor status will demonstrate increased performance on the STARR exam, by 5% in Approaches, 5% in Meets, and 5% in Masters. By the end of the 2021-2022 school year, students progressing at least one proficiency level will increase by 5% as demonstrated on the TELPAS assessment.</p> <p>Staff Responsible for Monitoring: Campus Administration District Curriculum & Assessment Coordinator Campus Testing Coordinators DCSI ESL Coordinator</p> <p>Title I Schoolwide Elements: 2.6 - Results Driven Accountability</p> <p>Funding Sources: ESL Program Support/PD, Assessment/Monitoring, & Instructional Resources and Materials - 282-ESSER III Grant - \$75,000, ESL Program Support/PD, Assessment/Monitoring, & Instructional Resources and Materials - 420-PIC 25 State Bilingual/ESL - \$161,237, ESL Program Support/PD, Assessment/Monitoring, & Instructional Resources and Materials - 420-PIC 24 State Comp Ed (SCE) - \$100,000, ESL Program Support/PD, Assessment/Monitoring, & Instructional Resources and Materials - 420-ESSA-Title III, Part A ELA (SSA) - \$5,000</p>	Formative		
	Nov	Feb	June
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: Dyslexia Services: Students with dyslexia will be identified and evaluated in a timely manner. Instructional support staff to facilitate dyslexia program requirements and student accommodations and systematic instruction aligned to the requirements of the Texas Dyslexia Handbook will be provided. Clear criteria for entry/exit for pull-out dyslexia classes will be developed during the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: 100% of kindergarten and first grade students will be screened for dyslexia to help identify students who may need dyslexia services.</p> <p>Staff Responsible for Monitoring: Campus Administration 504 Coordinator Dyslexia Teacher Campus Testing Coordinators DCSI</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Dyslexia Teacher - Del Rio - 420-PIC 24 State Comp Ed (SCE) - \$25,000, Instructional Supports, Prof. Development., & Dyslexia Resources for reading interventions to identified students. - 420-PIC 37 Dyslexia - \$3,208, Instructional Supports, Prof. Development., & Dyslexia Resources for reading interventions to identified students. - 255 ESSA-Title II, Part A - \$3,055, Instructional Supports, Prof. Development., & Dyslexia Resources for reading interventions to identified students. - 282-ESSER III Grant - \$25,000</p>	Formative		
	Nov	Feb	June

Strategy 14 Details	Formative Reviews		
<p>Strategy 14: 504 Services: Campus administrators will help support for documentation of student needs. Student accommodations will be based on evaluations/data and aligned directly to the student's disability. Teachers will have access to their student's 504 plans and consistently provide the agreed upon accommodations to ensure ADA compliance for all students with disabilities. Amplify mClass program and aligned PD will be implemented to support reading assessment and targeted intervention for grade levels Kindergarten through 6.</p> <p>Strategy's Expected Result/Impact: 100% of 504 plans of qualified students will be reviewed to ensure their accommodations appropriately meet their needs. Plans will reflect interventions & accommodations necessary for student.</p> <p>Staff Responsible for Monitoring: Campus Administration 504 Coordinator Campus Testing Coordinators DCSI</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Instructional Supports, Prof. Development., & 504 Resources for reading and math interventions to at-risk students. - 282-ESSER III Grant - \$15,000, Instructional Supports, Prof. Development., & 504 Resources for reading and math interventions to at-risk students. - 420-PIC 24 State Comp Ed (SCE) - \$50,000</p>	Formative		
	Nov	Feb	June
Strategy 15 Details	Formative Reviews		
<p>Strategy 15: Gifted and Talented: Teachers of G/T students will receive the appropriate amount of professional development (30 hours initial training, 6 hour annual update). District administrators will ensure campus staff adheres to the "Campus Responsibilities for G/T Services." Based on information from the program evaluation completed during the 2020-2021 school year, several initiatives will be implemented including serving students during enrichment/advisory time, communicating with parents/guardians via campus and district newsletters, providing feedback to parents/guardians through progress monitoring reports at the elementary level, displaying student work at campus showcases, and holding subcommittees to address ways to identify under-served populations and ideas to provide after school opportunities for students.</p> <p>Strategy's Expected Result/Impact: 100% of G/T teachers will complete the required training as outlined in the Texas State Plan for the Education of Gifted/Talented Students. Improved communication with parents/guardians to help them meet their child's needs. By the end of the 2021-2022 school year, students identified as G/T will increase performance on the STAAR by 2% in Masters.</p> <p>Staff Responsible for Monitoring: Campus Administration GT Coordinators Campus Testing Coordinators</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Funding Sources: Program Resources and Supplies, Instructional Supports, Stipends, & GT Teacher Training Costs - 420-PIC 11 General Fund - \$5,000</p>	Formative		
	Nov	Feb	June

Strategy 16 Details	Formative Reviews		
<p>Strategy 16: Career and Technical Education: The district will place CATE students in courses that provide practical experiences/internships for career pathways that lead to industry certifications.</p> <p>Strategy's Expected Result/Impact: 100% of high school students will participate in CATE program pathways of their choice. CATE Staff will collaborate with postsecondary opportunity providers, parents and students about opportunities and activities involving college/career and military readiness.</p> <p>Staff Responsible for Monitoring: Campus Administration Curriculum and Assessment Coordinator CATE Staff/Counselors</p> <p>Title I Schoolwide Elements: 2.5 - Results Driven Accountability</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: Curriculum & required resources/ instructional supports for CTE courses - 289 ESSA-Title IV, Part A - \$11,000, Curriculum & required resources/ instructional supports for CTE courses - 282-ESSER III Grant - \$10,000, Curriculum & required resources for CTE courses for certification - 420-PIC 22 State Career & Technical - \$105,629</p>	Formative		
	Nov	Feb	June
Strategy 17 Details	Formative Reviews		
<p>Strategy 17: College, Career and Military Readiness: CATE Staff will provide students and parents with activities and information about post-secondary readiness and opportunities. These strategies and activities include, but are not limited to, offering the ASVAB test for seniors, Dual Credit, test prep, personal graduation plans, the college application and financial aid process, Navigate Your Future guides, career and interest inventories, field trips and college fairs.</p> <p>Strategy's Expected Result/Impact: CATE Staff will collaborate with postsecondary opportunity providers, parents and students about opportunities and activities involving college/career and military readiness. The overall percentage of graduates who have taken either SAT or ACT and the percentage of graduates meeting the college readiness standard will increase. Support will be provided for students interested in taking the ASVAB, for entrance into the military upon completion of HS graduation requirements. Increase student participation and successful completion in dual credit courses by 5% at the end of 2021-2022 school year by providing tuition and textbook costs for one course per student.</p> <p>Staff Responsible for Monitoring: Campus Administration Curriculum and Assessment Coordinator CATE Staff/Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: CATE Curriculum & required resources - 420-Carl D. Perkins Technical Grant (SSA) - \$3,500, CATE Curriculum & required resources for introductory and advanced CTE courses for certification - 420-PIC 22 State Career & Technical - \$70,000, CATE Curriculum & required resources for introductory and advanced CTE courses for certification - 282-ESSER III Grant - \$5,000</p>	Formative		
	Nov	Feb	June

Strategy 18 Details	Formative Reviews		
<p>Strategy 18: Higher Education Requirements: The district will ensure that secondary students' CATE teachers, counselors, and parents receive information about higher education admissions and financial aid opportunities, dual credit opportunities, HB5 graduation requirements, Texas Grant program, scholarships, endorsements, and the need for students to make informed curriculum choices to be prepared for success beyond high school.</p> <p>Strategy's Expected Result/Impact: All students grades 8-11 will receive Navigate your Future course guides. All 6-11 grade students will complete a career and learning styles inventory. All students grades 9-11 will complete their course selection and individual graduation plans.</p> <p>Staff Responsible for Monitoring: Campus Administration Curriculum and Assessment Coordinator</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - Results Driven Accountability</p> <p>Problem Statements: Student Learning 5</p> <p>Funding Sources: CATE Curriculum & required resources for introductory and advanced CTE courses for certification - 420-PIC 22 State Career & Technical - \$25,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Approximately 17% of campus staff are new or have one year of experience in the field of education. Root Cause: Staff turnover rate is 21.1% compared to 16.8% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.</p>
Student Learning
<p>Problem Statement 1: ELLs across all grade levels have a below average percentage approaches grade level rate on STAAR reading compared to state standard. Root Cause: The growing number of ELL students is outpacing the current capacity of teachers in the district that have ESL certification and have a comprehensive understanding of instructional strategies for ELLs.</p>
<p>Problem Statement 2: Students across 3rd - 8th grade levels have a below average approaches grade level rate on STAAR mathematics compared to the state standard. Root Cause: The growing number of Bilingual/ELL & SPED students is outpacing the current capacity of teachers in the district that have Bilingual/ESL & SPED certification and have a comprehensive understanding of instructional strategies for students requiring second language and special education support.</p>
<p>Problem Statement 3: Students across 8th grade levels have a below average percentage for approaches grade level rate on STAAR social studies compared to the state standard. Root Cause: Increased instructional strategies and curriculum supports to increase teacher capacity and improve middle school student performance are needed.</p>
<p>Problem Statement 4: Students across 5th & 8th grade levels have a below average % for approaches grade level rate on STAAR science compared to the state. Root Cause: Increased teacher capacity, project-based learning opportunities, instructional support resources, and lab experiences for middle and high school students.</p>
<p>Problem Statement 5: Curriculum & required resources for advanced CATE courses for certification in established career pathways are not yet fully implemented. Root Cause : CTE Pathways, established course sequences, and related resources/personnel need to be finalized and communicated to students and parents.</p>
<p>Problem Statement 6: Additional qualified personnel, professional development, and expanded reading/math curriculum resources/instructional technology supports are required to support student academic achievement. Root Cause: Current and projected increase in Bilingual/ESL & SPED student population and lack of adequate supports to serve all Bilingual/ESL & SPED student core academic needs.</p>

Student Learning

Problem Statement 7: Special education teachers and aides need coordinated support for ARD facilitation, IEP development requirements, and inclusion support scheduling. **Root Cause:** Large increase of SPED students identified with low incidence disabilities that require an intense degree of specialized support. New special education staff and aides.

District Processes & Programs

Problem Statement 6: Data analysis knowledge/skills and data-driven decision-making among instructional staff are not proficient and reflected consistently in lesson planning and instructional practices. **Root Cause:** There is a lack of strategically-scheduled comprehensive professional development activities, PLCs, beginning teacher mentor support, effective use of MAP & DMAC programs, and data analysis & data-driven instructional practices. There is a lack of timely communication/access to a published district-wide assessment calendar aligned to the core curriculum/scope & sequence for both campus locations.

Goal 2: Heritage Academy prioritizes the safety and well-being of all students and staff.





Performance Objective 1: A safe environment must include secure facilities, staff and student training, and our adopted standard response protocol. The district will partner with local and state entities to assure preparedness. Specific areas addressed are physical and cybersecurity, data privacy, campus access, detecting and reporting possible threats, and maintaining an environment of trust between adults and all students. Our Emergency Operations Plan is updated annually, and followed throughout the district.

Evaluation Data Sources: Annual Climate Surveys
 Updated EOP, with an overview of district safety protocols and training
 An overview of student and staff character development, including
 extra-curricular/club participation, and social/emotional supports (discipline, attendance, counseling strategies)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student, Parent, & Staff School Safety: The district will utilize the support of facilities manager. Areas of focus include, but are not limited to, establishing strong communication channels with area emergency operations departments, provide staff training, and update the Emergency Operations Procedures, and conduct safety/security audits.</p> <p>Strategy's Expected Result/Impact: Measure the extent to which students, parents, & staff feel safe using the Annual Climate Surveys. The district will measure the success of established learning environments and enhanced student effective learning skills that are essential for school readiness and academic success, by providing integrated systems of student and family supports.</p> <p>Staff Responsible for Monitoring: Vice President of Operations Campus Administration Facilities Management</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.1</p> <p>Problem Statements: District Processes & Programs 5</p> <p>Funding Sources: Personal Protective Equipment (PPE) & Infection Control Resources to sustain a continuous safe & healthy educational environment for students and employees - 282-ESSER III Grant - \$20,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Increasing Attendance: The district will create additional protocols for teachers, administrative assistants, and administration to monitor and document attendance.</p> <p>Strategy's Expected Result/Impact: The district will have at least a 97% attendance rate. All campuses will monitor attendance of all students and ensure a low drop-out rate. Campuses will have monthly data reviews with campus administration.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Class/Student Attendance Incentives & Awards - 198 Fund-raising - \$1,000, Class/Student Attendance Incentives & Awards - 420-PIC 24 State Comp Ed (SCE) - \$1,000, Class/Student Attendance Incentives & Awards - 211 ESSA-Title I, Part A - \$1,000</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Student Engagement: The district will encourage the participation of students in extracurricular activities and clubs. Strategy's Expected Result/Impact: Student participation in extra-curricular activities and clubs. Staff Responsible for Monitoring: Campus Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 Funding Sources: Student Engagement Resources & Supplies - 282-ESSER III Grant - \$5,000, Student Engagement Resources & Supplies - 420-PIC 11 General Fund - \$5,000</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Positive Behavior Intervention Support: The district will utilize the support of Region 20 to work with all campuses to streamline PBIS. All teachers will participate in training on PBIS and how to utilize PBIS in the classroom. Strategy's Expected Result/Impact: Campuses receiving specific Region 13 support will have at least a 5% decrease in discipline referrals as reported in Websmart. Staff Responsible for Monitoring: Campus Administrators District Curriculum Coordinator 504 Coordinator Special Education Director Counselors Title I Schoolwide Elements: 2.6 Funding Sources: PBIS Resources & Professional Development - 282-ESSER III Grant - \$3,000</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Addressing Abuse: The district will adhere to the district policy addressing sexual abuse, sex trafficking, and other maltreatment of children which includes methods for staff, student and parent awareness including prevention techniques and warning signs of victims, actions for the safety and counseling of the victims and CPS reporting by staff and administrators. Strategy's Expected Result/Impact: 100% of all staff will complete all portions of the SafeSchools Online Training Series by October 31st. Counselors will present to campus staff on bullying, crisis, CPS reporting and suicide awareness. Staff Responsible for Monitoring: Campus Administrators Vice President of Operations Counselors Nurses Title I Schoolwide Elements: 2.6 Funding Sources: SafeSchools Online Training Program - 420-PIC 11 General Fund - \$1,500</p>	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Early Intervention: The district will provide counseling and guidance services in the form of information and/or prof. services referral to support identified student needs regarding early mental health intervention, suicide prevention, conflict resolution, use of tobacco, and drug/violence prevention/intervention.</p> <p>Strategy's Expected Result/Impact: 100% of all staff will complete all portions of the mandatory SafeSchools Online Training Series by October 31st. Counselors will present to staff about suicide prevention, referrals and protocol.</p> <p>Staff Responsible for Monitoring: Campus Administrators Vice President of Operations Counselors Nurses</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Early mental health intervention, suicide prevention, conflict resolution, use of tobacco, and drug/violence prevention/intervention programs - 282-ESSER III Grant - \$20,000, SafeSchools Online Training Program - 420-PIC 24 State Comp Ed (SCE) - \$30,000</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Anti-Bullying: The district will ensure that the discipline management program provides for prevention, intervention and education concerning unwanted physical and/or verbal aggression, sexual harassment, cyber-bullying, bullying harassment on campus, school grounds, and in school vehicles. Students and parents will have access to Campus Administration/Counselors to report harassment, bullying, safety and personal crisis issues.</p> <p>Strategy's Expected Result/Impact: 100% of all staff will complete all portions of the SafeSchools Online Training Series by October 31st. Counselors will present to staff on preventing bullying, David's Law. Campus Administrators will respond to complaints/tips reported and maintain documentation.</p> <p>Staff Responsible for Monitoring: Campus Administrators Vice President of Operations Counselors Nurses</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: PD for all staff regarding behavior and academic supports for students - 420-PIC 24 State Comp Ed (SCE) - 420-General Fund - \$1,500</p>	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Homelessness: Campus counselors will identify students that are homeless and utilize district resources (Title I reservations and TEHCY funds), in coordination with the homeless liaison and counselors, to provide emergency instructional supplies, hygiene products and clothing as needed.</p> <p>Strategy's Expected Result/Impact: 100% of students identified as homeless under McKinney Vento, will receive services to fit their individual needs. 100% of all staff will complete all portions of the SafeSchools Online Training Series by October 31st.</p> <p>Staff Responsible for Monitoring: Campus Administrators Vice President of Operations Counselors Nurses</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: SafeSchools Online Training Program - 420-PIC 24 State Comp Ed (SCE) - 420-General Fund - \$500, McKinney-Vento Resources & PD - 211 ESSA-Title I, Part A - \$1,000</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Foster Care: The district will provide supplemental services and free lunch to ensure educational stability for children in foster care.</p> <p>Strategy's Expected Result/Impact: 100% of students identified as a Foster student, will receive services to fit their individual needs.</p> <p>Staff Responsible for Monitoring: Campus Administrators Vice President of Operations</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Foster care student supports & resources - 420-PIC 24 State Comp Ed (SCE) - \$1,000</p>	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Migrant Services: The district will utilize a shared service arrangement with Region 20, to provide a high-quality and comprehensive educational program for migratory children that: reduces the education disruptions and other problems that result from repeated moves, does not penalize in any manner by disparities among the States in curriculum, provides appropriate services, full and appropriate opportunity to meet state academic standards, and that benefits students from systemic reform.</p> <p>Strategy's Expected Result/Impact: The district will provide services to 100% of migrant students identified through the utilization of Region 20 SSA.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Instructional Support & Resources - 420-PIC 24 State Comp Ed (SCE) - \$1,500</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

District Processes & Programs

Problem Statement 5: There is a moderate supply of Personal Protective Equipment (PPE) & Infection Control Resources to sustain a continuous safe & healthy educational environment for students and employees **Root Cause:** Difficulty acquiring PPE from vendors in a timely manner due to limited vendor supply & high cost of resources/materials.

Goal 3: Heritage Academy is dedicated to treating everyone with respect and dignity.





Performance Objective 1: Cultivating a culture of positive engagement and public service requires empathy, visibility, trust, and communication. Communication through all appropriate avenues is a priority, and staff will receive training in these areas. Our district is committed to increasing stakeholder engagement both internally and externally.

Evaluation Data Sources: Staff will receive targeted training in the areas of customer service and community relations. The district will promote strategies and systems that maintain a professional and respectful organizational environment in alignment with the district's mission statement. Annual climate surveys will be conducted and results reported to the Board of Directors through public meeting.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Customer Service: The district will streamline communications and provide resources to stakeholders. The district will keep social media and websites up-to-date. The district will facilitate opportunities for face-to-face, casual interactions with administrators and board members, including, but not limited to board meetings.</p> <p>Strategy's Expected Result/Impact: The district will show continuous, annual increases by 5% of persons indicating "strongly agree" on the Parent Climate Survey that "Adults who work in my child's school treat students with respect."</p> <p>Staff Responsible for Monitoring: Campus Administrators Vice President of Operations</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: School Community Involvement: The district will educate and inform families about campus/district programs and services prior to the event as a means to build capacity, understanding and importance of school-to-community and community-to-school connections. A variety of communication methods (District/Campus Website, Newsletter, Surveys; etc.) will be used, in a language that parent can understand, inclusive of social and print media.</p> <p>Strategy's Expected Result/Impact: The district will show continuous, annual increases of persons who score the district as "Strongly Agree" on the indicator "I think parents/guardians feel welcome at my child's school." and "The school returns my phone calls, messages and/or e-mails promptly." of the Parent Climate Survey.</p> <p>Staff Responsible for Monitoring: Campus Administrators Vice President of Operations Special Education Director DCSI</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: School Community Involvement Resources - 211 ESSA-Title I, Part A - \$1,000, School Community Involvement Resources - 420-PIC 24 State Comp Ed (SCE) - \$2,000</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Goal Setting (CNA/CIP/DIP): The district has an established Site Based Decision Making Committee called the District Leadership Team (DLT). The use of the DLT is an advisory role to the CEO & Superintendent. Annually, the DLT focuses on the District Improvement Plan, the District Calendar, PD Plans, Budgets, Compliance Documents, Attendance Rates, Federal/State Requirements, etc.</p> <p>Strategy's Expected Result/Impact: 100% of all meeting notes, agendas and sign-in sheets are maintained at the Heritage Academy Corporate Office for review or copy.</p> <p>Staff Responsible for Monitoring: Vice President of Operations District Leadership Team Members</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Communicating Student Achievement to Parents: The district will provide consistent, timely, and accurate communication to parents on individual student achievement data through a variety of methods such as, but not limited to: student work samples, progress report updates, report cards, parent-teacher conferences, teacher phone calls, TEA assessment portals, student support team meetings, Parent Portal, etc.</p> <p>Strategy's Expected Result/Impact: 100% of parents will receive individual student achievement data at least once per three weeks (progress report) & nine weeks (quarterly grade report).</p> <p>Staff Responsible for Monitoring: Vice President of Operations Campus Administrators Special Education Director 504 Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.2</p> <p>Funding Sources: Parent Communication Resources - 420-PIC 11 General Fund - \$3,000</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Professional Development: The district will provide a professional development plan that differentiates learning opportunities and career development for teacher, administrators, paraprofessionals and other staff as needed. The professional development plan will also provide streamlined training for new to profession teachers, new to district teachers, returning staff as well as, opportunities for new found knowledge for veteran teachers. The district provides embedded professional development to all teachers with the support of a district coordinator of school improvement (DCSI), contracted curriculum specialists/consultants, and teacher mentors.</p> <p>Strategy's Expected Result/Impact: The ESC Region 20 online catalog of workshops (Connect20) offered will list one or more professional development opportunities for teachers and/or campus administrators to deepen their knowledge in the district focused initiatives. 100% of our professional development offerings will be aligned to T-TESS and District goals/focus initiatives.</p> <p>Staff Responsible for Monitoring: Vice President of Operations Campus Administrators Curriculum & Assessment Coordinator 504 Coordinator Special Education Director District Coordinator School Improvement (DCSI)</p> <p>Title I Schoolwide Elements: 2.6 - Equity Plan</p> <p>Problem Statements: Demographics 1 - Student Learning 6, 7 - District Processes & Programs 6 - Perceptions 1</p> <p>Funding Sources: Professional Development for Core Curriculum Instruction & Special populations support - 282-ESSER III Grant - \$60,000, Professional Development for Core Curriculum Instruction & Special populations support - 420-PIC 24 State Comp Ed (SCE) - \$20,000</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Professional Learning Communities: The district will encourage campus administrators to have teachers meet regularly through professional learning communities (PLCs), aligned to the Dufour PLC model or alternative agenda, to share teaching experiences/resources, and articulate learning goals based upon the curriculum, analyze student data, evaluate student work, and plan engaging instruction.</p> <p>Strategy's Expected Result/Impact: The district will maintain a teacher retention rate equal to the level of other ESC Region 20 charter school districts and at least 3% higher than the retention rate for the state.</p> <p>Staff Responsible for Monitoring: Campus Administrators District Coordinator School Improvement (DCSI) Special Education Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan</p> <p>Problem Statements: Demographics 1 - Student Learning 6 - District Processes & Programs 6 - Perceptions 1</p> <p>Funding Sources: Teacher Retention Resources - 420-PIC 11 General Fund - \$5,000</p>	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Attract/Retain Staff: The district will attract and retain highly qualified teachers by building relationships with local universities, alternative certification programs, and other workforce recruiters. Furthermore, we will monitor and adjust our compensation plan to remain competitive to attract and retain our highest quality staff. Our district will continue employee performance recognition initiatives to foster a positive and motivating atmosphere, to include the Teacher Incentive Allotment.</p> <p>Strategy's Expected Result/Impact: The district will maintain a teacher retention rate equal to the level of other ESC Region 20 charter school districts and at least 3% higher than the retention rate for the state.</p> <p>Staff Responsible for Monitoring: Vice President of Operations Finance Director Human Resources Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4 - Equity Plan</p> <p>Problem Statements: Demographics 1 - Perceptions 1</p> <p>Funding Sources: Teacher Retention Support - 420-PIC 11 General Fund - \$10,000</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Title I: Title I campuses will conduct an annual meeting to review and revise the written Parental and Family Engagement Plan. The plan is developed jointly with, agreed upon by, and distributed to, parents of participating students.</p> <p>Strategy's Expected Result/Impact: 100% of Title I campuses will send copies to district administration and maintain agendas, sign in sheets, meeting notes, and meeting announcements of meetings held to discuss and distribute the Parental and Family Engagement Plan to campus parents.</p> <p>Staff Responsible for Monitoring: Vice President of Operations Campus Administrators</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p> <p>Funding Sources: Title I Parent Meeting Resources - 211 ESSA-Title I, Part A - \$500</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Fiscal Compliance: In order to increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs, the district will coordinate federal (TI, TII, TIII, TIV), state (SCE, SAMP), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.</p> <p>Strategy's Expected Result/Impact: Federal and state compliance will be met in accordance to EDGAR and ESSA, by receiving zero "missed" Initial Compliance Review (ICR) indicators, maintaining 100% rank order with campus allocations, receiving zero audit findings during review, and meeting 100% of comparability and MOE standards. The campuses will utilize ESSA budget templates to plan expenditures with measurable outcomes.</p> <p>Staff Responsible for Monitoring: Vice President of Operations Campus Administrators Finance Manager</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Approximately 17% of campus staff are new or have one year of experience in the field of education. Root Cause: Staff turnover rate is 21.1% compared to 16.8% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in recruitment and retention of qualified instructional staff.
Student Learning
Problem Statement 6: Additional qualified personnel, professional development, and expanded reading/math curriculum resources/instructional technology supports are required to support student academic achievement. Root Cause: Current and projected increase in Bilingual/ESL & SPED student population and lack of adequate supports to serve all Bilingual/ESL & SPED student core academic needs.
Problem Statement 7: Special education teachers and aides need coordinated support for ARD facilitation, IEP development requirements, and inclusion support scheduling. Root Cause: Large increase of SPED students identified with low incidence disabilities that require an intense degree of specialized support. New special education staff and aides.
District Processes & Programs
Problem Statement 6: Data analysis knowledge/skills and data-driven decision-making among instructional staff are not proficient and reflected consistently in lesson planning and instructional practices. Root Cause: There is a lack of strategically-scheduled comprehensive professional development activities, PLCs, beginning teacher mentor support, effective use of MAP & DMAC programs, and data analysis & data-driven instructional practices. There is a lack of timely communication/access to a published district-wide assessment calendar aligned to the core curriculum/scope & sequence for both campus locations.
Perceptions
Problem Statement 1: Campus staff require additional/ongoing training & teacher mentors regarding classroom management and differentiated instruction for all students, specifically at-risk students. Root Cause: There is an increase of students with specialized needs included in the general education classroom that requires teachers to have additional supports and training.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Through continuous efforts to improve and expand district and campus operations, services, and supports for students, parents, and employees in our education community, the following information was gathered in a community-based comprehensive needs assessment conducted for Heritage Academy Charter Schools, Inc. during March 2021. Community stakeholders include Heritage Academy Campus and Corporate Office Staff, Parents, and Students of Heritage Academy San Antonio and Del Rio campuses.

The needs assessment is a systematic process used to acquire an accurate, thorough picture of strengths and challenges of the Heritage Academy district, most importantly the academic requirements of all students to improve student achievement and exceed rigorous performance standards. Furthermore, the needs assessment shall allow the district to determine goals, develop an aligned, data-driven district improvement plan, and allocate appropriate funds and resources. Accordingly, the priority concerns identified through the needs assessment shall be reflected in the district's strategic goals, the district improvement plan, and campus improvement plans while providing guidance and systems-wide perspective for all community stakeholders. Due to the Covid-19 pandemic, the district/campus has implemented necessary policies and procedures to address federal/state required school health and safety precautions and an approved instructional continuity plan, to include supplemental technology (supplies & materials) and virtual learning resources to supplement support for all students enrolled in Title I campuses; specifically, children identified with disabilities, receiving ESL support, considered at-risk, and participating in dual-credit/CTE courses.

A comprehensive District needs assessment review was conducted by the District Needs Assessment Committee in Fall 2020 to specifically identify/prioritize COVID-19 related activities/strategies/resources needed to determine allocation of supplemental federal/state funding (ESSER, Prior Purchase Reimbursement Program (PPRP), and Title Grants) necessary for the district & campuses to provide/implement health and safety precautions/requirements/PPE, health services personnel, instructional continuity for at-risk students, especially students with disabilities and participating in ESL, Dual Credit/CTE programs, and purchase of necessary technology resources to facilitate asynchronous/synchronous instruction.

Federal/State COVID-19 guidance, annual climate Surveys from stakeholders, as well as demographic, academic, federal/state funding/budgetary resources, program evaluations, and local PEIMS reports were reviewed to inform district/campus improvement planning for the 2021-2022 SY.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Through continuous efforts to improve and expand district and campus operations, services, and supports for students, parents, and employees in our education community, the following information was gathered in a community-based District/Campus Improvement Plan meeting conducted for Heritage Academy campuses during March/April 2021. Community stakeholders include Campus Administrators, Teachers, Parents, and other Stakeholders of Heritage Academy San Antonio and Del Rio campuses. Federal/State COVID-19 guidance, annual climate Surveys from stakeholders, as well as demographic, academic, federal/state funding/budgetary resources, program evaluations, and local PEIMS reports were reviewed to inform district/campus improvement planning for the 2021-2022 SY.

2.2: Regular monitoring and revision

Annual District/Campus improvement plans will be reviewed throughout the year through quarterly formative and summative evaluations, and revised and republished as necessary.

2.3: Available to parents and community in an understandable format and language

Annual District and Campus Improvement Plans will be posted on the district website after board approval, and available to parents and other stakeholders in paper format in their home language, upon request. School Community Involvement: The district will educate and inform families about campus/district programs and services prior to the event as a means to build capacity, understanding and importance of school-to-community and community-to-school connections. A variety of communication methods (District/Campus Website, Newsletter, Surveys; etc.) will be used, in a language that parent can understand, inclusive of social and print media.

2.4: Opportunities for all children to meet State standards

Every student will have the equal opportunity and access to all available educational resources the district/campus provides to ensure a quality educational experience to meet state standards, as required by federal and state laws, per the district's parent and student handbook and board policies.

Title I: The Title I, Part A school-wide program is designed to provide supplemental instruction support to campuses, with a population that contains 40% or higher of low-income students, to increase academic achievement. The basis for eligibility is indicated on the ESSA Consolidated Federal Grant Application and campuses are served in rank order, with per pupil allocations tiered, based on need of services.

2.5: Increased learning time and well-rounded education

Increased learning time and well-rounded educational opportunities will be afforded to all students that require additional support through after-school tutoring, instructional technology resources, reading & math intervention programs, and Title I teacher support.

Title I: The Title I, Part A school-wide program is designed to provide supplemental instruction support to campuses, with a population that contains 40% or higher of low-income students, to increase academic achievement. The basis for eligibility is indicated on the ESSA Consolidated Federal Grant Application and campuses are served in rank order, with per pupil allocations tiered, based on need of services.

2.6: Address needs of all students, particularly at-risk

Title I: The Title I, Part A school-wide program is designed to provide supplemental instruction support to campuses, with a population that contains 40% or higher of low-income students, to increase academic achievement. Response to Intervention: Teachers will identify struggling learners through the RTI process, providing written documentation of student needs, identifying resources to support achievement and regularly report student progress to RTI Coordinators who will document student plan/progress via Tier-2 and Tier-3 screens in Frontline RTI program.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Title I: Title I campuses will conduct an annual meeting to review and revise the written Parental and Family Engagement Plan. The plan is developed jointly with, agreed upon by, and distributed to, parents of participating students.

3.2: Offer flexible number of parent involvement meetings

Title I: Title I campuses will conduct Title I meetings with parents at flexible dates & times to review and revise the written Parental and Family Engagement Plan. The plan is developed jointly with, agreed upon by, and distributed to, parents of participating students.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Monica Schnaubelt	Title I Teacher	Title I	1
Velma Valdez	Title I Teacher	Title I	1

District Needs Assessment Committee

Committee Role	Name	Position
District-level Professional	Derrick Armstead	Director of Student Services
Administrator	Eric Davis	Campus Administrator
Administrator	Judy Galindo	Campus Administrator
Curriculum & Assessment	Brian Nueman	District Curriculum & Assessment Coordinator
Special Programs	Kimberly Walker	District 504/Dyslexia Coordinator
Parent	Maggie Roman	Parent - Del Rio Campus
Finance & Facilities	James Mize	Finance Administrator
Human Resources & IT Services	Sandra Garcia	Executive Assistant to the Superintendent
Classroom Teacher	Velma Valdez	Teacher

District Improvement & Planning Committee

Committee Role	Name	Position
ESL Coordinator	Ralph Garza	ESL Coordinator/ESL Teacher
District-level Professional	Derrick Armstead	District Administrator
Administrator	Eric Davis	Principal
Administrator	Judy Galindo	Principal
Curriculum & Assessment	Brian Neuman	Curriculum & Assessment Coordinator
Human Resources & IT Services	Sandra Garcia	Executive Assistant to the Superintendent
Special Programs	Kim Walker	Sec. 504 Coordinator/Dyslexia Teacher
Finance & Facilities	Jim Mize	Finance Administrator
Parent	Maggie Roman	Parent
Classroom Teacher	Velma Valdez	Title I /Dyslexia Teacher
Parent	Kirstie Grisham	Parent
Administrator	Carol Mireles	Assistant Principal

District Funding Summary

420-PIC 11 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	TEKS Resource System		\$7,000.00
1	1	15	Program Resources and Supplies, Instructional Supports, Stipends, & GT Teacher Training Costs		\$5,000.00
2	1	3	Student Engagement Resources & Supplies		\$5,000.00
2	1	5	SafeSchools Online Training Program		\$1,500.00
3	1	4	Parent Communication Resources		\$3,000.00
3	1	6	Teacher Retention Resources		\$5,000.00
3	1	7	Teacher Retention Support		\$10,000.00
Sub-Total					\$36,500.00
Budgeted Fund Source Amount					\$3,981,540.00
+/- Difference					\$3,945,040.00
420-PIC 22 State Career & Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Data Assessment/Monitoring Resources & Professional Development Activities		\$25,000.00
1	1	16	Curriculum & required resources for CTE courses for certification		\$105,629.00
1	1	17	CATE Curriculum & required resources for introductory and advanced CTE courses for certification		\$70,000.00
1	1	18	CATE Curriculum & required resources for introductory and advanced CTE courses for certification		\$25,000.00
Sub-Total					\$225,629.00
Budgeted Fund Source Amount					\$225,629.00
+/- Difference					\$0.00
420-PIC 23 State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Instructional Support, Prof. Development., & SPED Resources for interventions to support SPED students		\$420,498.00
Sub-Total					\$420,498.00

420-PIC 23 State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$420,498.00
+/- Difference					\$0.00
420-PIC 24 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ELAR Curriculum Resources & Instructional Supports		\$75,000.00
1	1	3	Math Curriculum & Instructional Technology Resources		\$75,000.00
1	1	4	Science Curriculum & Instructional Resources and STAAR Preparation supplies/materials		\$20,000.00
1	1	5	Social Studies Curriculum & Instruction Resources and STAAR Preparation supplies/materials		\$20,000.00
1	1	8	Supplemental Instructional Staff & Resources for Students - STAAR/EOC assessment preparation		\$60,000.00
1	1	8	Professional Contracted Reading & Math Tutors for at-risk student instructional support		\$32,314.00
1	1	9	Instructional Supports, Prof. Development., & Rtl Resources for reading and math interventions to at-risk students.		\$50,000.00
1	1	10	Title I Teachers		\$30,000.00
1	1	12	ESL Program Support/PD, Assessment/Monitoring, & Instructional Resources and Materials		\$100,000.00
1	1	13	Dyslexia Teacher - Del Rio		\$25,000.00
1	1	14	Instructional Supports, Prof. Development., & 504 Resources for reading and math interventions to at-risk students.		\$50,000.00
2	1	2	Class/Student Attendance Incentives & Awards		\$1,000.00
2	1	6	SafeSchools Online Training Program		\$30,000.00
2	1	7	PD for all staff regarding behavior and academic supports for students	420-General Fund	\$1,500.00
2	1	8	SafeSchools Online Training Program	420-General Fund	\$500.00
2	1	9	Foster care student supports & resources		\$1,000.00
2	1	10	Instructional Support & Resources		\$1,500.00
3	1	2	School Community Involvement Resources		\$2,000.00
3	1	5	Professional Development for Core Curriculum Instruction & Special populations support		\$20,000.00
Sub-Total					\$594,814.00

420-PIC 24 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$594,814.00
+/- Difference					\$0.00
420-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	ESL Program Support/PD, Assessment/Monitoring, & Instructional Resources and Materials		\$161,237.00
Sub-Total					\$161,237.00
Budgeted Fund Source Amount					\$161,237.00
+/- Difference					\$0.00
420-PIC 36 Early Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Pre-Kindergarten Curriculum Resources/Instructional Technology & Assessment		\$53,584.00
Sub-Total					\$53,584.00
Budgeted Fund Source Amount					\$53,584.00
+/- Difference					\$0.00
420-PIC 37 Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	13	Instructional Supports, Prof. Development., & Dyslexia Resources for reading interventions to identified students.		\$3,208.00
Sub-Total					\$3,208.00
Budgeted Fund Source Amount					\$3,208.00
+/- Difference					\$0.00
410-Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Pre-Kindergarten Curriculum Resources/Instructional Technology & Assessment		\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$145,000.00
+/- Difference					\$140,000.00

211 ESSA-Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ELAR PD activities, Curriculum & Instructional Technology Resources		\$36,584.00
1	1	3	Math PD activities, Curriculum & Instructional Technology Resources		\$45,000.00
1	1	8	Professional Development & Instructional Resources for Students - STAAR/EOC assessment preparation		\$15,000.00
1	1	10	Title I Teachers		\$80,000.00
2	1	2	Class/Student Attendance Incentives & Awards		\$1,000.00
2	1	8	McKinney-Vento Resources & PD		\$1,000.00
3	1	2	School Community Involvement Resources		\$1,000.00
3	1	8	Title I Parent Meeting Resources		\$500.00
Sub-Total					\$180,084.00
Budgeted Fund Source Amount					\$180,084.00
+/- Difference					\$0.00
211.03 School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ELAR Curriculum Resources & Instructional Support		\$15,000.00
1	1	2	ELAR Curriculum Resources & ELAR Specialist		\$10,000.00
1	1	3	Math Curriculum & Instructional Technology Resources		\$15,000.00
1	1	3	Math Specialists		\$15,000.00
1	1	8	District Coordinator of School Improvement (DCSI)		\$15,000.00
1	1	8	Professional Development & Instructional Resources for Students - STAAR/EOC assessment preparation		\$20,000.00
Sub-Total					\$90,000.00
Budgeted Fund Source Amount					\$90,000.00
+/- Difference					\$0.00
211 ESF Focused-Support Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ELAR Curriculum Resources & Instructional Supports		\$10,000.00
1	1	3	Math Curriculum & Instructional Technology Resources		\$10,000.00
1	1	7	Data Assessment/Monitoring Resources & Professional Development Activities		\$79,000.00
Sub-Total					\$99,000.00

211 ESF Focused-Support Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$99,000.00
+/- Difference					\$0.00
224 IDEA B, Formula Sp-Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Instructional Support, Prof. Development., & SPED Resources for interventions to support SPED students		\$100,000.00
Sub-Total					\$100,000.00
Budgeted Fund Source Amount					\$100,000.00
+/- Difference					\$0.00
225 IDEA B, Preschool Sp-Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	11	Instructional Support, Prof. Development., & SPED Resources for interventions to support SPED students		\$1,800.00
Sub-Total					\$1,800.00
Budgeted Fund Source Amount					\$1,800.00
+/- Difference					\$0.00
255 ESSA-Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ELAR Specialists		\$11,000.00
1	1	3	Math Specialists		\$10,000.00
1	1	13	Instructional Supports, Prof. Development., & Dyslexia Resources for reading interventions to identified students.		\$3,055.00
Sub-Total					\$24,055.00
Budgeted Fund Source Amount					\$24,055.00
+/- Difference					\$0.00
420-ESSA-Title III, Part A ELA (SSA)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	ESL Program Support/PD, Assessment/Monitoring, & Instructional Resources and Materials		\$5,000.00
Sub-Total					\$5,000.00

420-ESSA-Title III, Part A ELA (SSA)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$0.00
289 ESSA-Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16	Curriculum & required resources/ instructional supports for CTE courses		\$11,000.00
Sub-Total					\$11,000.00
Budgeted Fund Source Amount					\$11,000.00
+/- Difference					\$0.00
420-Carl D. Perkins Technical Grant (SSA)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	17	CATE Curriculum & required resources		\$3,500.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$3,500.00
+/- Difference					\$0.00
198 Fund-raising					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Class/Student Attendance Incentives & Awards		\$1,000.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$0.00
282-ESSER III Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Pre-Kindergarten Curriculum & Instructional Support		\$25,000.00
1	1	2	ELAR Curriculum Resources & Professional Development		\$75,000.00
1	1	3	Math Curriculum & Instructional Technology Resources		\$75,000.00
1	1	4	Science Curriculum & Instructional Resources and STAAR Preparation supplies/materials		\$15,000.00
1	1	5	Social Studies Curriculum & Instruction Resources and STAAR Preparation supplies/materials		\$15,000.00
1	1	7	Data Assessment/Monitoring Resources & Professional Development Activities		\$10,000.00

282-ESSER III Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	District Coordinator of School Improvement (DCSI)		\$15,000.00
1	1	10	Contracted professional services, Instructional support personnel, resources, materials, & supplies to supplement interventions for at-risk students to address academic loss (COVID Slide)		\$100,000.00
1	1	11	Instructional Support, Diagnostician/Assessment Stipend, Prof. Development., & SPED Resources for interventions to support SPED students		\$75,000.00
1	1	12	ESL Program Support/PD, Assessment/Monitoring, & Instructional Resources and Materials		\$75,000.00
1	1	13	Instructional Supports, Prof. Development., & Dyslexia Resources for reading interventions to identified students.		\$25,000.00
1	1	14	Instructional Supports, Prof. Development., & 504 Resources for reading and math interventions to at-risk students.		\$15,000.00
1	1	16	Curriculum & required resources/ instructional supports for CTE courses		\$10,000.00
1	1	17	CATE Curriculum & required resources for introductory and advanced CTE courses for certification		\$5,000.00
2	1	1	Personal Protective Equipment (PPE) & Infection Control Resources to sustain a continuous safe & healthy educational environment for students and employees		\$20,000.00
2	1	3	Student Engagement Resources & Supplies		\$5,000.00
2	1	4	PBIS Resources & Professional Development		\$3,000.00
2	1	6	Early mental health intervention, suicide prevention, conflict resolution, use of tobacco, and drug/violence prevention/intervention programs		\$20,000.00
3	1	5	Professional Development for Core Curriculum Instruction & Special populations support		\$60,000.00
Sub-Total					\$643,000.00
Budgeted Fund Source Amount					\$900,928.00
+/- Difference					\$257,928.00
Grand Total					\$2,658,909.00