Heritage Academy Charter Schools

Heritage Academy of Del Rio

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Mission Statement

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

Vision

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

Value Statement

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Heritage Academy of Del Rio is approximately 186 and serves students in grades 9th through 12th grade. According to the 2021-2022 TPAR Report of our campus profile, student population includes: Hispanic 97.3% White 2.7%%, Asian 0%, African American 0%, American Indian 11.29%, Economically Disadvantaged 70.4%, Limited English Proficient (LEP) 66.6%, At-Risk 80.6%, Migrant 0% , Special Education 3.7%, 504 3.7%, and Duel Credit 17%.

Demographics Strengths

- Early RTI plans are in place and updated continuously with current academic data
- After-school tutorials are offered for all students.
- ELL student identification and placement into the ESL Program within the 20 day period
- ELL's are receiving more daily direct instruction.
- At-Risk students receive extra support. For example, after-school tutorials, in-school tutorials and online programs
- 30 minutes a day of structured interventions daily.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The growing number of ELL students reflects the support needed for teachers on continuing to meet their needs. **Root Cause:** Provide more academic support and interventions to ESL program. (Educators/students) including professional development to teachers and staff working directly with ESL students.

Student Learning

Student Learning Summary

Methods used to collect data reviewed throughout the needs assessment process included stakeholder surveys, 2022 campus-level student performance-based report (e.g., Accountability Ratings and Federal Report Cards), 2021-2022 SY state and local student assessment data (e.g., STAAR, and Benchmarks), district/campus-level analysis of curriculum resources, instructional support programs (e.g., Reading Horizons, CTE online courses), professional development, parent involvement, health and safety practices, student attendance and discipline reports, and federal grant-funded projects and initiatives (e.g., Title I Teacher and interventionist).

According to the data collected throughout the school year the area of weakness is English specifically writing. Once weaknesses are identified, teachers plan instruction accordingly to target the areas of need. Scheduled planning time is set for English teachers. If needed, teachers plan for targeted student intervention & instruction through peer tutoring, Saturday camps, after-school tutorials, online programs, and pull-out programs, and 30-minute daily set intervention time. Teachers will continue to receive opportunities for more staff development targeted toward their testing subject.

Student Learning Strengths

- U.S. History 98% passing rate
- Algebra 93 % passing rate
- Biology 91% passing rate
- Dual Credit enrollment has tripled from last school year
- 0% Dropout Rate
- CTE programs meet the state requirement and options growing yearly
- 100% completion and certification Medical Assistant Program
- National Honor Society Chapter

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): English/Reading specifically grammar (writing) development is low. **Root Cause:** There is a need to increase academic instruction by setting high expectations in correlation with TEKS in English (writing).

School Processes & Programs

School Processes & Programs Summary

Instruction/Curricular

Student data is used to drive instructional planning. Teachers review state and local data in order to determine the most effective course of action. Once lesson plans are implemented, teachers continue to monitor the progress of each student in order to determine what interventions, if any, are needed. Teachers spiral back and/or offer enrichment activities to keep all students progressing and actively learning. Remedial programs will be implemented in addition to regularly scheduled classes. 30-minute daily intervention time was incorporated from 2021-2022 last year.

Personnel

Professional development and mentors are provided as deemed beneficial by the administration. Teachers are provided ample time to plan and collaborate with colleagues in order to meet the needs of their classroom. Incentives are offered to teachers for holding higher degrees and additional certifications (Master's Degree, ESL, Math/Science certificate).

School Processes & Programs Strengths

Teachers meet regularly during a common time to design assessments and lessons. Teachers also analyze data and student work in order to drive instructional decisions. Heritage Academy Del Rio is staffed with full time teachers of which over 50% are highly qualified. Over 200 Chromebooks are available to students to increase technological skills and implement CTE courses.

Data sources-

- DMAC Quantile Reports
- MAP Benchmark Results
- Tutorial List
- TELPAS Scores
- PEIMS
- STAAR Scores
- EOC Scores
- Edgenuity

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Limited access for students to become proficient with modern technology. **Root Cause:** Heritage Academy of Del Rio lacks technology trainings.

Problem Statement 2 (Prioritized): Professional development for teachers and support staff is not adequately provided throughout the school year. **Root Cause:** Lack of comprehensive professional development plan for teachers and staff.

Perceptions

Perceptions Summary

Heritage Academy High School of Del Rio prides itself on the family atmosphere it provides for staff, students and parents. Everyone involved in the daily routines of the school have a voice and is treated with respect. Parents have a relationship with the staff that allows needs and concerns to be addressed in a timely manner. The uniform policy increases positive interactions between students and improves behavior. Feedback received from staff, students and parents through surveys reiterate what is already felt at the school. Everyone is an integral part of the family culture that fosters the success at Heritage Academy High School of Del Rio.

Perceptions Strengths

A small school feeling is what draws many families to Heritage Academy of Del Rio. Free tuition offers a private school setting without the cost. Partly because of the size, the school does not experience bullying behavior or the great number of dropouts that the local school district struggles with.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The school needs to facilitate more opportunities for parents to be informed (ESL/general expectations) and involved in their children education. **Root Cause:** Protocols still not mastered.

Problem Statement 2 (Prioritized): There are minimal community sponsorship and partnerships beyond local resources to promote school identity, student and parent awareness, equity in schools. **Root Cause:** Minimal record of participation in social events/activities to engage regional and community resources in promoting student/parent awareness and academic growth.

Priority Problem Statements

Problem Statement 1: English/Reading specifically grammar (writing) development is low.

Root Cause 1: There is a need to increase academic instruction by setting high expectations in correlation with TEKS in English (writing).

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Limited access for students to become proficient with modern technology.

Root Cause 2: Heritage Academy of Del Rio lacks technology trainings.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: The school needs to facilitate more opportunities for parents to be informed (ESL/general expectations) and involved in their children education.

Root Cause 3: Protocols still not mastered.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: The growing number of ELL students reflects the support needed for teachers on continuing to meet their needs.

Root Cause 4: Provide more academic support and interventions to ESL program. (Educators/students) including professional development to teachers and staff working directly with ESL students.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Professional development for teachers and support staff is not adequately provided throughout the school year.

Root Cause 5: Lack of comprehensive professional development plan for teachers and staff.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There are minimal community sponsorship and partnerships beyond local resources to promote school identity, student and parent awareness, equity in schools.

Root Cause 6: Minimal record of participation in social events/activities to engage regional and community resources in promoting student/parent awareness and academic growth.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

Evaluation Data Sources: Student Survey
Parent Survey
Sign-in Sheets
Referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide training for teachers, staff, and administration in dealing with high-needs student intervention topics, such as bullying, cyber-bullying, harassment, mediation, etc.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Decrease Referrals Decrease incident of bullying Sign-in Sheets **Staff Responsible for Monitoring:** Principal AP Teachers Counselor			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: The school will create partnerships with local agencies to participate and disseminate information about the public services their agencies offer in order to promote a safe environment.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Agendas Roster of Community Agencies and Organizations Sign-in Sheets **Staff Responsible for Monitoring:** Principal AP Counselor			

Strategy 3 Details	Formative Reviews		
Strategy 3: Students will participate in safety awareness presentations.	Formative		
	Nov	**Feb**	**June**

Red Ribbon Week
DRPD Presentations
Sheriff Presentations
    Strategy's Expected Result/Impact: Minutes of Meetings
    Sign-in Sheets
    Agendas
    Staff Responsible for Monitoring: ESL Coordinator
    Principal
    AP			

Strategy 4 Details	Formative Reviews		
Strategy 4: Monthly student incentives will be given to promote positive behavior.	Formative		
Strategy's Expected Result/Impact: Motivational speaker/Teamwork speaker	**Nov**	**Feb**	**June**

Staff Responsible for Monitoring: Principal
    Assistant Principal
    Counselor			

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

Goal 2: Students across all grade levels will meet or exceed state standards in reading, math, writing, science and social studies for EOC by June 2023.

Performance Objective 1: English I and II EOC assessment scores will improve by 5% by 2023 school year.

Evaluation Data Sources: EOC Reading Analysis
Edgenuity Progress Reports
Benchmarks
Nine Weeks assessment
Total System
Walkthrough and observation data

Strategy 1 Details	Formative Reviews		
Strategy 1: Add a writing course to student schedule to assist students with reading and writing interventions and strategies.	**Formative**		
Strategy's Expected Result/Impact: Benchmarks	**Nov**	**Feb**	**June**
MAP TELPAS EOC			
Staff Responsible for Monitoring: Principal AP			
Funding Sources: Reading Specialist - 211 ESSA-Title I, Part A			

Strategy 2 Details	Formative Reviews		
Strategy 2: Use reading assessment/development data to identify students at risk for reading difficulties, to further diagnose, to plan intervention and to measure progress.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Benchmarks MAP DMAC TELPAS EOC Edgenuity Reports			
Staff Responsible for Monitoring: ELA Teachers ESL Coordinator ESL Teachers Principal Title I Teacher Instructional Coach			
Funding Sources: Study Island/Reading Horizons - 211 ESSA-Title I, Part A - $5,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development in reading instruction for teachers. Research and include an effective writing/grammar instructional program (Summit K-12) for implementation.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Benchmarks MAP TELPAS EOC Observations **Staff Responsible for Monitoring:** ESL Coordinator Principal AP Instructional Coach **Funding Sources:** - 211 ESSA-Title I, Part A			

Strategy 4 Details	Formative Reviews		
Strategy 4: Students will keep a journal in the Creative Writing class to summarize and synthesize information learned.	**Formative**		
Strategy's Expected Result/Impact: Journal Checks	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: All Teachers ESL Coordinator Principal Instructional Coach **Funding Sources:** - 420-PIC 11 General Fund			

| Strategy 5 Details	Formative Reviews		
Strategy 5: Provide a Title I teacher and Title 1 aide to assist teachers and students with interventions and strategies in reading and math.	**Formative**		
Strategy's Expected Result/Impact: Increased student academic performance in ELA and math. Increase parent involvement in planning and school wide activities.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal AP **Funding Sources:** Title I Teacher - 211 ESSA-Title I, Part A - $23,800			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Implement Writing Process Folders to 9th grade students to reinforce the writing process.	**Formative**		
Strategy's Expected Result/Impact: Record of writing samples Benchmarks MAP **Staff Responsible for Monitoring:** Principal	**Nov**	**Feb**	**June**

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Utilize Study Island to meet HB4545 state standards.	**Formative**		
Strategy's Expected Result/Impact: EOC MAP Study Island **Staff Responsible for Monitoring:** AP Principal Instructional Coach	**Nov**	**Feb**	**June**

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

Goal 2: Students across all grade levels will meet or exceed state standards in reading, math, writing, science and social studies for EOC by June 2023.

Performance Objective 2: Biology and US History EOC assessment scores will remain above 90% for 2023 school year.

Evaluation Data Sources: Walkthrough and observation data
EOC Progress Measure results
District Benchmark Item Analysis
Total System
Edgenuity Reports
State accountability data

Strategy 1 Details	Formative Reviews		
Strategy 1: Students will have access to a science laboratory to perform experiments and showcase them.	**Formative**		
Strategy's Expected Result/Impact: Walkthrough	**Nov**	**Feb**	**June**
Observations			
Assessments			
EOC			
Staff Responsible for Monitoring: Science Teacher			
Principal			
AP			

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

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide professional development for science instruction.	**Formative**		
Strategy's Expected Result/Impact: EOC Results Benchmarks MAP Lesson Plans **Staff Responsible for Monitoring:** ESL Coordinator Principal AP	**Nov**	**Feb**	**June**

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

Goal 2: Students across all grade levels will meet or exceed state standards in reading, math, writing, science and social studies for EOC by June 2023.

Performance Objective 3: Algebra I EOC assessment will remain above 90% for the 2023 school year.

Evaluation Data Sources: Walkthrough and observation data
EOC Progress Measure results
District Benchmark Item Analysis
Total System
Edgenuity Reports
YPG's (Yearly Planning Guides) and SPG's (Student Performance Guides)

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide professional development in math instruction.	**Formative**		
Strategy's Expected Result/Impact: Benchmarks MAP TELPAS EOC **Staff Responsible for Monitoring:** ESL Coordinator Principal AP Instructional Coach	**Nov**	**Feb**	**June**
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue			

Goal 3: 100% of all students will have access to educational opportunities that promote college and career readiness and produce well-rounded graduates who are prepared for future responsibilities by June 2023.

Performance Objective 1: All high school students will be prepared to graduate on time and equipped for college and career readiness.

Evaluation Data Sources: Record of applications
Tests results (PSAT, ASVAB, SAT, ACT)
Transcripts
Personal Graduation Plans
Individual Education Plans

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide dual credit opportunities for eligible HS students through payment of tuition, textbooks and transportation.	**Formative**		
Strategy's Expected Result/Impact: Increased student achievement and college /career readiness by June 2022. Student Dual Credit Enrollment	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal AP Counselor			

Strategy 2 Details	Formative Reviews		
Strategy 2: Meet with parents to discuss student transition plan.	**Formative**		
Strategy's Expected Result/Impact: Sign in Sheets Observations	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal AP			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide students and parents opportunities to get familiar with college/careers (workshops).	**Formative**		
Strategy's Expected Result/Impact: Record of applications submitted Sign in sheets Copy of handouts	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal AP Counselor			

Strategy 4 Details	Formative Reviews

Strategy 4: The school will provide information on college application process, PSAT, TSI, ASVAB, and SAT and pay the SAT fees for all seniors.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Record of applications submitted Sign in sheets Copy of handouts **Staff Responsible for Monitoring:** Principal AP			

Strategy 5 Details	Formative Reviews

Strategy 5: Provide coherent CTE course sequences and resources for middle school and high school students.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student participation in coherent CTE courses. **Staff Responsible for Monitoring:** CTE Teachers Principal			

Strategy 6 Details	Formative Reviews

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

Strategy 7 Details	Formative Reviews

Strategy 7: Schedule at least one college fair for the Junior and Senior class to increase college awareness on admissions, scholarships and financial aid process.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Program of presenter **Staff Responsible for Monitoring:** Principal AP Counselor			

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

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

Performance Objective 1: 80% of the English Language Learners will continue to make progress in their listening, speaking, reading, and writing skills.

Evaluation Data Sources: End-of-Course Scores
TELPAS Results
Benchmarks
Nine Weeks Exams

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

Strategy 2 Details	Formative Reviews		
Strategy 2: Ensure all teachers use best EL practices within the classroom to reinforce listening, speaking, reading and writing skills through use of Edgenuity and Summit K-12.	**Formative**		
Strategy's Expected Result/Impact: Walkthroughs	**Nov**	**Feb**	**June**
Program Evaluations			
EOC			
TELPAS			
Staff Responsible for Monitoring: ESL Coordinator			
Assistant campus administrator			
Campus Administrator			
Title I Teacher			
Instructional Coach			

Strategy 3 Details	Formative Reviews		
Strategy 3: ESL training will be offered to all ELs parents and teachers by the ESL Coordinator.	Formative		
Strategy's Expected Result/Impact: Sign in sheets Agendas Observations **Staff Responsible for Monitoring:** Principal	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide ELL support in Listening, Speaking, Writing, and Reading (TELPAS) by utilizing the online resource Summit K-12.	Formative		
Strategy's Expected Result/Impact: TELPAS STAAR/EOC Benchmarks MAP **Staff Responsible for Monitoring:** ESL Specialist Principal AP	Nov	Feb	June

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

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

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

Evaluation Data Sources: DMAC
MAP
EOC
LAS LINKS

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers will be trained and supported throughout the school year in meeting the needs of SPED students.	**Formative**		
Strategy's Expected Result/Impact: Sign-in Sheets Observations Training Agendas **Staff Responsible for Monitoring:** Principal SPED Teacher AP SPED Director	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: SPED Teacher will plan with content area teachers during their conference period to increase student academic achievement.	**Formative**		
Strategy's Expected Result/Impact: Assessment reports Observations **Staff Responsible for Monitoring:** All Teachers Principal Title I Teacher	**Nov**	**Feb**	**June**

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

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

Performance Objective 3: Due to the increase of students with dyslexia enrollment and to address increase compliance measures regarding assessment and interventions for dyslexia students, the district will assign a dyslexia teacher to meet the needs of dyslexic students.

High Priority

Evaluation Data Sources: Enrollment

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

Performance Objective 1: Parent involvement will increase by 10% in parental meetings to increase a more positive and educational environment.

Evaluation Data Sources: Staff Survey
Parent Satisfactory Survey
ESL Advisory Participation
Counselor

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

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide monthly calendars of school related activities and information.	**Formative**		
Strategy's Expected Result/Impact: Sign in Sheets Record of activity Website announcement **Staff Responsible for Monitoring:** Administrative Assistant (monitor) Principal Assistant Principal Assigned staff	**Nov**	**Feb**	**June**

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

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

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

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

CNS methods used to collect data reviewed throughout the needs assessment process included Title I campus meetings, SBDM meetings, stakeholder surveys, 2022 campus-level student performance-based report (e.g., Accountability Ratings and Federal Report Cards), 2021-2022 SY state and local student assessment data (e.g., STAAR, and Benchmarks), district/campus-level analysis of curriculum resources, instructional support programs (e.g., Reading Horizons, CTE online courses), professional development, parent involvement, health and safety practices, student attendance and discipline reports, and federal grant-funded projects and initiatives (e.g., Title I Teacher and interventionist, well-rounded education).

2. Campus Improvement Plan

2.5: Increased learning time and well-rounded education

Using Title IV funding guidelines the district will engage in well-rounded student activities to enrich and provide access to educational opportunities. Heritage Academy will partner with a community college to offer students dual credit opportunities to enhance and promote thier academic preparedness and post secondary futures. The dual credit programs offered will provide students the opportunity to earn both college and high school credit while enrolled in high school. Through a formal partnership, Heritage Academy will approve students meeting program requirements to enroll in agreed-upon courses.

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

5. Targeted Assistance Schools Only

Title I Personnel

Name	Position	Program	FTE
Velma Valdez	Title I Teacher	Title I	1.0

A Site Based Committee

Committee Role	Name	Position
Administrator	Carol Mireles	Asst. Administrator
Classroom Teacher	Graciela Rocha	Special Education Teacher
Non-classroom Professional	Velma Valdez	Title I Teacher
Non-classroom Professional	Aurora Solis	Administrative Assistant
Administrator	Maria E. Correa	Principal
Community Representative	Sandra San Miguel	Community Member
Parent	Araceli Newman	Parent