

Heritage Academy Charter Schools

District Improvement Plan

2022-2023

Accountability Rating: A



HERITAGE
A C A D E M Y™

Board Approval Date: May 19, 2022
Public Presentation Date: May 19, 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, Heritage Academy promotes an atmosphere that affords each student the self-determination and resources to engage in experiences that expand their boundless capacity for academic and social growth.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Through continuous efforts to improve and expand district and campus operations, services, and support 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 April 2022. 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 the 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 a 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, including supplemental technology (supplies & materials) and virtual learning resources to supplement support for all students enrolled in Title I campuses; specifically, students participating in required tutoring program/interventions (HB 4545), children identified with disabilities (SPED, Dyslexia, & §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 2022 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 & TCLAS 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 & instruction for remote (short-term) and 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 2022-2023 SY.

Demographics

Demographics Summary

Demographic Summary

Data Source PEIMS (April 2022)

Total Enrollment: 578 Students

Gender: M 49% F 51%

Economic Disadvantage: 79%

Homeless: 1.5%

Foster Care: .1%

Migrant: 0%

Special Education: 10.2%

Section 504: 6.2%

At-Risk: 81%

English as a Second Language: 3%

Career & Technology:

Gifted and Talented: 2%

Ethnicity:

American Indian/Alaskan Native: .3%

African American: 7%

White: 7%

Hispanic: 84%

Asian: .1%

Pacific Islander: 0%

Two or More Races: 2%

Graduation Rate: 96% (TAPR 2020-2021)

Dropout Rate: 0% (TAPR 2020-2021)

Attendance Rate: 96.51%

SAT/ACT Results: No data available (TAPR 2020-2021)

Staff Quality, Recruitment, and Retention

According to the 2020-2021 Texas Academic Performance Report (TAPR) district profile, Heritage Academy staff consisted of 71.7 total staff: 65.3% teachers, and 6.3 para-educators. 3.3% campus administration, 4.0% district administration, 14.6% auxiliary staff. Heritage Academy Charter School District is locally governed and managed by a Board of Directors comprised of five members, the CEO, and the Superintendent.

According to the TAPR district profile, teachers serving Heritage Academy had an average of 1-5 years of experience. 27.8 of teachers had graduate degrees. The average number of students per teacher was 13.2 in 2020-2021. Heritage Academy maintains a similar student-to-teacher ratio when compares to the state average of a 14.5:1 student to teacher ratio. The 2020-2021 TAPR indicates the turnover rate for teachers was 19.3% compared to the state average of 14.3%.

Demographics Strengths

Heritage Academy continues to promote student participation in Career and Technical Education and Dual Credit Programs. Approximately 33 students have enrolled in dual credit courses for the current academic year. Heritage continues to implement a Gifted and Talented program that serves 10 identified students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The district's turnover rate is 5% higher than the state's turnover rate of 14.3% **Root Cause:** The staff turnover rate is 19.3% compared to 14.3% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in the recruitment and retention of highly 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 with 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, Edgenuity, Edmentum, and Accelerated Reader), 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 (HB 4545), 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, 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, 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 2022-2023 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, Amplify, Accelerated Reader, Edmentum, Second Step, 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 curriculum & instruction to ascertain how the district may best develop & implement an improvement plan that will facilitate school operations, professional development, and curriculum/instruction for all students, including specialized support services/resources for children at risk, with disabilities, Bilingual/Emergent Learners, and participating in CATE/Dual Credit courses.

Student Learning Strengths

The District provides online/campus-based instructional technology resources and programs to improve student access to curriculum supports 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, and Dyslexia).

An MTSS Coordinator at each campus location maintains compliance with federal and state requirements regarding MTSS 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 interventionists are in place to provide intervention services to at-risk and academically struggling students. MTSS coordinators serve the campuses and are instrumental in ensuring that students in need of additional instructional and/or behavioral support are provided with research-based interventions informed by weekly/quarterly/semester progress measures (i.e., Small group/Ind. tutoring, State Interim Assessments, MAP, Amplify, Accelerated Reader, Edmentum, and I-Station) with fidelity prior to determining if a referral to a special program such as §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 (short-term, if necessary) & on-campus learning/instruction.

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 percentage 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 need to be added.

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 budgeted.

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:** The current and projected increase in the Bilingual/ESL & SPED student population and lack of adequate support to serve all Bilingual/ESL & SPED student core academic needs has created a shortage of certified teachers in this field.

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

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, Edmentum, Second Step, Edgenuity, and Amplify 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 is 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 I, II, III, TCLAS, SPED, and Title I, II, III, & IV 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 are received by the district through a shared services agreement with ESC Region 20 and are used to supplement the 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 the costs of resources to support the 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. 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, climate, instructional technology resources, and post-secondary readiness materials/supports.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (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 in 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 challenging academic exercise and character development, framed by an expanding classical curriculum, and delivered through combined traditional, and, blended, and 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 the 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 stakeholders (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 Vector/Safe Schools Employee Training, CPR/FA Training, Behavior Threat Teams, & 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 1: ELLs across all grade levels have a below-average percentage approaches grade level rate on STAAR reading compared to state standard.

Root Cause 1: 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 1 Areas: Student Learning

Problem Statement 2: 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 2: Increased instructional strategies and curriculum supports to increase teacher capacity and improve middle school student performance are needed.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Students across 5th & 8th-grade levels have a below-average percentage for approaches grade level rate on STAAR science compared to the state.

Root Cause 3: Increased teacher capacity, project-based learning opportunities, instructional support resources, and lab experiences for middle and high school students need to be added.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students across 3rd - 8th grade levels have a below average approaches grade level rate on STAAR mathematics compared to the state standard.

Root Cause 4: 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 4 Areas: Student Learning

Problem Statement 5: Campus staff require additional/ongoing training & teacher mentors regarding classroom management and differentiated instruction for all students, specifically at-risk students.

Root Cause 5: 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 5 Areas: Perceptions

Problem Statement 6: Special education teachers and aides need coordinated support for ARD facilitation, IEP development requirements, and inclusion support scheduling.

Root Cause 6: A large increase of SPED students identified with low incidence disabilities requires an intense degree of specialized support. New special education staff and aides are needed.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Curriculum & required resources for advanced CATE courses for certification in established career pathways are not yet fully implemented.

Root Cause 7: CTE Pathways established course sequences, and related resources/personnel need to be budgeted.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Additional qualified personnel, professional development, and expanded reading/math curriculum resources/instructional technology supports are required to support student academic achievement.

Root Cause 8: The current and projected increase in the Bilingual/ESL & SPED student population and lack of adequate support to serve all Bilingual/ESL & SPED student core academic needs has created a shortage of certified teachers in this field.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: The district's turnover rate is 5% higher than the state's turnover rate of 14.3%

Root Cause 9: The staff turnover rate is 19.3% compared to 14.3% for the state. Competitive salary rates in districts around Heritage Academy campus locations present challenges in the recruitment and retention of highly qualified instructional staff.

Problem Statement 9 Areas: Demographics

Problem Statement 10: 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 10: 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 10 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
- RDA data

Student Data: Assessments

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

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
- 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
- Student surveys and/or other feedback
- 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
- 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



Goal 1: Heritage Academy promotes student achievement.



Performance Objective 1: The District will evaluate and address the individual needs of each student. Student performance will be evaluated in academics, Math, reading, science, and social studies. 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 1% growth in all tested grade-level subject areas for students regarding Approaching, Meets, & Masters STAAR/EOC Performance Rates.



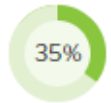

High Priority







HB3 Goal





- Evaluation Data Sources:** 2021-2022 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 (MAP/Interim)
 Teacher Incentive Allotment Plan


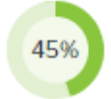


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Pre-Kindergarten Program: Pre-K curriculum will be based upon the Pre-K guidelines aligned to the Kindergarten curriculum. The district will provide ongoing professional development regarding Frog Street curriculum to increase readiness for kindergarten.</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>Funding Sources: Pre-Kindergarten Curriculum Resources/Instructional Technology & Assessment - 420-PIC 36 Early Education - \$53,584, Pre-Kindergarten Curriculum & Instructional Support - 420-PIC 11 General Fund - \$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, Edmentum), professional development, and 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 the 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>Students will demonstrate at least one year's expected growth from fall to spring on their grade level's assigned curriculum measures.</p> <p>5th Reading will increase to 78% Approaches, 51% Meets, and 31% Masters. 6th Grade Reading will increase to 68% Approaches, 40% Meets, and 17% Masters. 7th Grade Reading will increase to 83% Approaches, 63% Meets, and 47% Masters. 8th Grade Reading will increase to 80% Approaches, 50% Meets, and 31% Masters. English I EOC will increase to 68% Approaches, 42% Meets, and 9% Masters. English II EOC will increase to 68% Approaches, 48% Meets, and 6% Masters.</p> <p>Staff Responsible for Monitoring: Curriculum & Assessment Coordinator Campus Administrators</p> <p>Funding Sources: ELAR Curriculum Resources & Instructional Supports - 420-PIC 24 State Comp Ed (SCE) - \$75,000, ELAR Specialists - 255 ESSA-Title II, Part A - \$8,500, ELAR Curriculum Resources & ELAR Specialist - 420-PIC 11 General Fund - \$10,000 , ELAR Curriculum Resources & Instructional Supports - 211 ESF Focused-Support Grant - \$10,000, ELAR PD activities, Curriculum & Instructional Technology Resources - 211 ESSA-Title I, Part A - \$30,584, ELAR Curriculum Resources & Instructional Support - 420-PIC 11 General Fund - \$15,000</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 & I-Station), professional development, and 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>Students will demonstrate at least one year's expected growth from fall to spring on their grade level's assigned curriculum measures.</p> <p>5th Grade Math will increase to 84% Approaches, 54% Meets, and 28% Masters. 6th Grade Math will increase to 76% Approaches, 29% Meets, and 10% Masters. 7th Grade Math will increase to 74% Approaches, 43% Meets, and 18% Masters. 8th Grade Math will increase to 54% Approaches, 31% Meets, and 5% Masters. Algebra I will increase to 96% Approaches, 42% Meets, and 25% Masters.</p> <p>Staff Responsible for Monitoring: Campus Administrators Curriculum & Assessment Coordinator</p> <p>Funding Sources: Math Curriculum & Instructional Technology Resources - 420-PIC 24 State Comp Ed (SCE) - \$75,000, Math Specialists - 255 ESSA-Title II, Part A - \$8,500, Math Curriculum & Instructional Technology Resources - 420-PIC 11 General Fund - \$10,000, Math PD activities, Curriculum & Instructional Technology Resources - 211 ESSA-Title I, Part A - \$32,992, Math Curriculum & Instructional Technology Resources - 420-PIC 11 General Fund - \$15,000</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 78% Approaches, 44% Meets, and 24% Masters. 8th Grade Science will increase to 63% Approaches, 25% Meets, and 12% Masters. Biology will increase to 96% Approaches, 64% Meets, and 28% Masters.</p> <p>Staff Responsible for Monitoring: Campus Administrators Curriculum & Assessment Coordinator</p> <p>Funding Sources: Science Curriculum & Instructional Resources and STAAR Preparation supplies/materials - 420-PIC 24 State Comp Ed (SCE) - \$20,000</p>	Formative		
	Nov	Feb	June
			

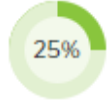







Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Social Studies: The district will enhance student achievement in social studies through instruction that embeds a higher frequency of artifact based, and non-fiction writing components, and by streamlining the usage of science curriculum/instructional 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 66% Approaches, 46% Meets, and 29% Masters. US History will increase to 99% Approaches, 94% Meets, and 69% Masters.</p> <p>Staff Responsible for Monitoring: Campus Administrators Curriculum & Assessment Coordinator</p> <p>Funding Sources: Social Studies Curriculum & Instruction Resources and STAAR Preparation supplies/materials - 420-PIC 24 State Comp Ed (SCE) - \$20,000</p>	Formative		
	Nov	Feb	June
			
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Instructional Planning: The district will utilize the TEKS Resource System, research-based intervention platforms (Amplify, I-Station, Edmentum), HB 4545 mandated tutorials, 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</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</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 - \$27,000</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 per HB 4545 state assessment/accountability requirements. 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</p> <p>Funding Sources: Professional Development & Instructional Resources for Students - STAAR/EOC assessment preparation - 211 ESSA-Title I, Part A - \$15,000, Supplemental Instructional Staff & Resources for Students - STAAR/EOC assessment preparation - 420-PIC 24 State Comp Ed (SCE) - \$92,314, Professional Development & Instructional Resources for Students - STAAR/EOC assessment preparation - 420-PIC 11 General Fund - \$20,000, District Coordinator of School Improvement (DCSI) - 420-PIC 11 General Fund - \$15,000, Academic Tutors (Reading & Math) - 279-TCLAS Grant - \$100,000</p>	Formative		
	Nov	Feb	June
			
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Multi-Tiered Support System: Teachers will identify struggling learners through the RtI process, providing written documentation of student needs, identifying resources to support achievement, and regularly reporting student progress to MTSS 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 MTSS Coordinators</p> <p>Equity Plan</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>Results Driven Accountability - Equity Plan</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</p>	Formative		
	Nov	Feb	June
			
Strategy 11 Details	Formative Reviews		
<p>Strategy 11: Special Education Services: Special Education Services: The district will continue to address/improve inclusion practices and dyslexia identification and services aligned to state and federal requirements. Professional learning in instructional strategies, IEP implementation, the standard protocol for dyslexia instruction through the regional center, and contracted services. Purposeful planning will be provided during district/campus PLC times to enhance the content knowledge of special education teachers, paraprofessionals, and dyslexia specialists.</p> <p>Strategy's Expected Result/Impact: By the end of the 2022-2023 school year, students in special education will demonstrate increased performance on the STARR exam, by 1% in Approaches, 1% in Meets, and 1% in Masters.</p> <p>Staff Responsible for Monitoring: Campus Administration District Curriculum Coordinator Special Education Director Campus Testing Coordinators</p> <p>Results Driven Accountability</p> <p>Funding Sources: Instructional Support, Prof. Development., & SPED Resources for interventions to support SPED students - 420-PIC 23 State Special Education - \$420,498, Instructional Support, Prof. Development., & SPED Resources for interventions to support SPED students - 225 IDEA B, Preschool Sp-Ed - \$1,085, Instructional Support, Prof. Development., & SPED Resources for interventions to support SPED students - 224 IDEA B, Formula Sp-Ed - \$100,115</p>	Formative		
	Nov	Feb	June
			

Strategy 12 Details	Formative Reviews		
<p>Strategy 12: Emergent Bilingual: 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 2023-2023 school year, students participating in the ESL program and monitor status will demonstrate increased performance on the STARR exam, by 1% in Approaches, 1% in Meets, and 5% in Masters. By the end of the 2022-2023 school year, students progressing at least one proficiency level will increase by 1% as demonstrated on the TELPAS assessment.</p> <p>Staff Responsible for Monitoring: Campus Administration District Curriculum & Assessment Coordinator Campus Testing Coordinators ESL Coordinator</p> <p>Results Driven Accountability</p> <p>Funding Sources: 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-ESSA-Title III, Part A ELA (SSA)-263 - \$5,000, ESL Program Support/PD, Assessment/Monitoring, & Instructional Resources and Materials - 420-PIC 24 State Comp Ed (SCE) - \$100,000</p>	Formative		
	Nov	Feb	June
			
Strategy 13 Details	Formative Reviews		
<p>Strategy 13: 504 Services: Campus administrators will help support 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 the student.</p> <p>Staff Responsible for Monitoring: Campus Administration 504 Coordinator Campus Testing Coordinators</p> <p>Funding Sources: Instructional Supports, Prof. Development., & 504 Resources for reading and math interventions to at-risk students. - 420-PIC 24 State Comp Ed (SCE) - \$50,000, Instructional Supports, Prof. Development., & 504 Resources for reading and math interventions to at-risk students. - 282-ESSER III Grant - \$15,000</p>	Formative		
	Nov	Feb	June
			




Strategy 14 Details	Formative Reviews		
<p>Strategy 14: Gifted and Talented: Teachers of G/T students will receive the appropriate amount of professional development (30 hours of initial training, 6 hours of 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 2022-2023 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 2022-2023 school year, students identified as G/T will increase their performance on the STAAR by 2% in Masters.</p> <p>Staff Responsible for Monitoring: Campus Administration GT Coordinators Campus Testing Coordinators</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 15 Details	Formative Reviews		
<p>Strategy 15: 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>Results Driven Accountability</p> <p>Funding Sources: Curriculum & required resources for CTE courses for certification - 420-PIC 22 State Career & Technical - \$105,629 , Curriculum & required resources/ instructional supports for CTE courses - 289 ESSA-Title IV, Part A - \$13,196, Curriculum & required resources/ instructional supports for CTE courses - 282-ESSER III Grant - \$10,000</p>	Formative		
	Nov	Feb	June
			





Strategy 16 Details	Formative Reviews		
<p>Strategy 16: 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 1% at the end of the 2022-2023 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>Funding Sources: CATE Curriculum & required resources for introductory and advanced CTE courses for certification - 420-PIC 22 State Career & Technical - \$70,000</p>	Formative		
	Nov	Feb	June
			
Strategy 17 Details	Formative Reviews		
<p>Strategy 17: 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>Results Driven Accountability</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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







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, installation of security cameras, 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: Areas of focus include, but are not limited to, establishing strong communication channels with area health agencies & emergency operations departments, providing staff training, and update the Emergency Operations Procedures, and conducting safety/security audits.</p> <p>Strategy's Expected Result/Impact: Measure the extent to which students, parents, and staff feel safe using the Annual Climate Surveys. The district will measure the success of established learning environments and enhance students' effective learning skills which are essential for school readiness and academic success, by providing integrated systems of student and family support.</p> <p>Staff Responsible for Monitoring: Vice President of Operations Campus Administration Facilities Management</p> <p>Funding Sources: 1 Nurse, Personal Protective Equipment (PPE) & Infection Control Resources to sustain a continuous safe & healthy educational environment for students and employees - 282-ESSER III Grant - \$120,000</p>	Formative		
	Nov	Feb	June
	N/A		
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>Funding Sources: Class/Student Attendance Incentives & Awards - 198 Fund-raising - \$1,000, Class/Student Attendance Incentives & Awards - 211 ESSA-Title I, Part A - \$1,000, Class/Student Attendance Incentives & Awards - 420-PIC 24 State Comp Ed (SCE) - \$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.</p> <p>Strategy's Expected Result/Impact: Student participation in extra-curricular activities and clubs.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: 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 Capturing Kids' Hearts with all campuses to streamline PBIS. All teachers will participate in Capturing Kids' Hearts professional learning on how to utilize the program in the classroom.</p> <p>Strategy's Expected Result/Impact: Campuses receiving specific CKH support will have at least a 5% decrease in discipline referrals as reported in Websmart.</p> <p>Staff Responsible for Monitoring: Campus Administrators District Curriculum Coordinator Counselor</p> <p>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.</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 campus staff on bullying, crisis, CPS reporting and suicide awareness.</p> <p>Staff Responsible for Monitoring: Campus Administrators Vice President of Operations Counselor Nurse</p> <p>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 Vector/SafeSchools Online Training Series by October 31st. The counselor will present to staff about suicide prevention, referrals, and protocol.</p> <p>Staff Responsible for Monitoring: Campus Administrators Vice President of Operations Counselor</p> <p>Funding Sources: SafeSchools Online Training Program - 420-PIC 24 State Comp Ed (SCE) - \$30,000, Early mental health intervention, suicide prevention, conflict resolution, use of tobacco, and drug/violence prevention/intervention programs - 282-ESSER III Grant - \$20,000</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 Vector/SafeSchools Online Training Series. 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 Counselor</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 Counselor Nurse</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
<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</p> <p>Funding Sources: Foster care student supports & resources - 420-PIC 24 State Comp Ed (SCE) - \$1,000</p>	Formative	Formative	Formative
	Nov	Feb	June
<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>Funding Sources: Instructional Support & Resources - 420-PIC 24 State Comp Ed (SCE) - \$1,500</p>	Formative	Formative	Formative
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			






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 maintain 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>	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>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 which includes parent and community participation 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>	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>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</p> <p>Equity Plan</p> <p>Funding Sources: Professional Development for Core Curriculum Instruction & Special populations support - 420-PIC 24 State Comp Ed (SCE) - \$20,000, Professional Development for Core Curriculum Instruction & Special populations support - 282-ESSER III Grant - \$3,000</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 and structure tutorial programs.</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 Special Education Director</p> <p>Equity Plan</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: Recruit/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>Equity Plan</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>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), and local funds to provide appropriate programs, instruction, and services to all students while maximizing the impact of available resources.</p>	Formative		
	Nov	Feb	June

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.

Staff Responsible for Monitoring: Vice President of Operations

Campus Administrators

Finance Manager

Federal Grants Manager

SPED Director



No Progress

Accomplished

Continue/Modify

Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$594,814.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Services and supports provided to at-risk students (504, Homeless, Foster care, targeted students identified with reading/math deficiencies or at risk of dropping out) through SCE supplemental funds include instructional technology programs that address student academic needs, social-emotional & PBIS intervention programs & support services, academic tutoring, and support initiatives, and assessment resources to analyze student performance data and monitor student progress.

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

<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 Improvement & Planning Committee

Committee Role	Name	Position
District-level Professional	Derrick Armstead	Vice President of Operations
Administrator	Eric Davis	Principal
Administrator	Maria Correa	Principal
Curriculum & Assessment	Brian Neuman	Curriculum & Assessment Coordinator
Special Programs	Kimberly Walker	Sec. 504 Coordinator
District-level Professional	Melissa Cortez	SPED Director
District-level Professional	Monica Schnaubelt	DCSI
District-level Professional	Orlando De Los Santos	Federal Grant Manager
Non-classroom Professional	Ericka Gonzales	Counselor
Non-classroom Professional	Charles Brierty	ESL Teacher/ Campus Testing Coordinator
Non-classroom Professional	Diana Baldazo	Instructional Coach/Campus Section 504 Coordinator

District Needs Assessment Committee

Committee Role	Name	Position
District-level Professional	Derrick Armstead	Vice President of Operations
Administrator	Eric Davis	Campus Administrator
Administrator	Maria Correa	Campus Administrator
Curriculum & Assessment	Brian Neuman	District Curriculum & Assessment Coordinator
Special Programs	Kimberly Walker	District 504 Coordinator
Non-classroom Professional	Velma Valdez	Teacher
Non-classroom Professional	Charles Brierty	ESL Teacher
District-level Professional	Melissa Cortez	Special Education Director
District-level Professional	Monica Schnaubelt	DCSI
District-level Professional	Orlando De Los Santos	Federal Grant Manager
Non-classroom Professional	Ericka Gonzales	Counselor
Community Representative	Ms. San Miguel	Community Representative