

Heritage Academy Charter Schools

District Improvement Plan

2023-2024

Accountability Rating: A



HERITAGE
A C A D E M Y™

Board Approval Date: May 17, 2023
Public Presentation Date: May 17, 2023

Mission Statement

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

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	4
Student Learning	7
District Processes & Programs	9
Perceptions	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: By the end of the academic year, 90% of students in grades K-2 will achieve proficiency in basic literacy skills, as measured by a district-approved assessment. Additionally, by the end of the academic year, 80% of students in STAAR/EOY testing grades will achieve an "Approaches Grade Level" score or higher on STAAR (State of Texas Assessments of Academic Readiness) exams.	17
Goal 2: By the end of the academic year, Heritage Academy will implement specific strategies and initiatives that will enhance school culture and increase engagement among the school community. This will be measured by a 10% increase in survey results indicating that staff, students, and families feel safe, secure, welcomed, and appreciated, as well as increased participation in school events and activities.	23
Goal 3: By the end of the academic year, Heritage Academy will increase advocacy efforts for the social and emotional well-being of students, resulting in improved relationships with students and families, as evidenced by a 10% increase in positive feedback on end-of-year surveys.	24
Goal 4: Within the next school year, Heritage Academy will establish and reinforce a positive school culture by implementing specific actions and initiatives that promote respect, kindness, and empathy in all interactions with staff, students, families, and the community. This will be measured by a 10% increase in positive feedback on school culture from staff, students, and families in surveys, as well as the implementation of at least three community engagement events focused on promoting respect, kindness, and empathy.	27
Goal 5: Heritage Academy will increase parent and family engagement activities to at least one per month, with the aim of improving student academic achievement and social-emotional development by the end of the academic year 2023-2024. The activities will be designed to involve parents and families in the learning process and create a supportive environment that encourages students' academic progress and social-emotional well-being. Progress towards this goal will be monitored through regular feedback from parents, teachers, and students, and adjustments will be made as needed to ensure that the activities are effective in achieving the desired outcomes.	29
State Compensatory	34
Budget for District Improvement Plan	35
Title I	35
1.1: Comprehensive Needs Assessment	36
2.5: Increased learning time and well-rounded education	36
Title I Personnel	36
District Improvement & Planning Committee	37
District Needs Assessment Committee	38
District Funding Summary	39

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The needs assessment conducted by our school district revealed several areas of improvement that need to be addressed in our improvement plan. These areas include student achievement, teacher retention, parent engagement, and school safety. Student achievement data showed that there is a need to increase proficiency levels in core subjects such as math and reading, particularly for low-performing students. Additionally, teacher retention data showed that the district has a high turnover rate among educators, which negatively impacts student achievement and the school culture. Parent engagement data showed that there is a need to improve communication and involvement between schools and families to support student success. Finally, school safety data showed that the district needs to improve security measures and emergency preparedness to ensure the safety and well-being of students and staff. The district will develop specific goals and strategies to address each of these areas of improvement in the district improvement plan. Through collaboration and data-driven decision-making, we aim to create a more supportive and successful learning environment for all students, teachers, and families in our district.

Demographics

Demographics Summary

DATA Source PIEMS (March 2023)

Total Enrollment: 540 Students

Gender:

Female: 52.41%

Male: 47.59 %

Economic Disadvantage:

None: 12.59%

Free: 28.70%

Reduced: 7.22%

DC Free:23.15%

No form returned: 1.30%

Other- 27.04%

Race:

American Indian: 10.37%

Asian: 0.56%

Black African American:7.22%

Two or more races: 3.70%

White: 78.15%

Ethnicity:

Hispanic/Latino: 83.52%

Not Hispanic/Latino: 16.48%

At Risk: 95.19%

Special Education: 12.41%

Languages:

Limited English (LEP): 57.78%

English 2nd Language: .93%

Gifted/Talented (TAG): 1.11%

Graduation rate: 100% (TAPR 2021-2022)

Dropout Rate: 0%

Attendance Rate: 95.46%

Demographics Strengths

Heritage Academy has a diverse student population, with students from various cultural and linguistic backgrounds. This demographic strength can be leveraged to promote cross-cultural learning and enhance the district's cultural competence. The district can organize cultural festivals, language exchange programs, and diversity training for staff and students to promote inclusivity and respect for different cultures. Moreover, Heritage Academy acknowledges the importance of students who are proficient in two languages and views this as an advantage that can facilitate the development of bilingualism and biliteracy in

all students. Furthermore, the district can continue to develop strong partnerships with local businesses and universities, which can be leveraged to provide students with access to resources, mentorship opportunities, and real-world learning experiences. These demographic strengths can be utilized to enhance the school improvement plan and provide students with a more inclusive and equitable learning environment.

Student Learning

Student Learning Summary

Heritage Academy has conducted a comprehensive analysis of student learning outcomes to develop a district improvement plan. The analysis showed that while the district's overall student achievement levels meet state standards, there is a need to improve proficiency levels in core subjects such as math and reading, particularly for low-performing students. The district also recognizes the importance of supporting student learning through social and emotional development. Heritage Academy will implement strategies to address these areas of improvement, including providing targeted interventions for struggling students, providing professional development for teachers to improve instructional practices, and increasing resources for social and emotional learning. Additionally, the district will prioritize equity and inclusion in all aspects of student learning, ensuring that all students have access to high-quality educational opportunities and are supported in their academic and personal growth. By addressing these areas of improvement, the district aims to enhance student learning outcomes and provide all students with the knowledge and skills necessary to succeed in college, career, and life.

Student Learning Strengths

Heritage Academy recognizes the diverse strengths and talents of our students and aims to leverage them to enhance the learning experience for all students. Our students have demonstrated strengths in areas such as technology, and leadership. Many of our students are proficient in the use of technology. Finally, many of our students have demonstrated strong leadership skills, taking on leadership roles in school clubs, organizations, and community initiatives. The district will support these students by providing leadership opportunities and training to enhance their skills and prepare them for future success. By leveraging the diverse strengths of our students, the district aims to create a more dynamic and engaging learning environment that supports the growth and success of all students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Although Emergent Bilingual students are demonstrating progress across all grade levels, their rate of reaching grade level on STAAR reading, compared to the state standard, remains lower than average. **Root Cause:** The increasing population of Emergent Bilingual students is exceeding the current capacity of teachers in the district who hold ESL certification and possess a thorough comprehension of teaching methods for Emergent Bilingual students.

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): Compared to the state standard, the percentage of 8th-grade students who are approaching grade-level proficiency on STAAR social studies exams is below average. **Root Cause:** There is a need for enhanced instructional strategies, curriculum support, and targeted professional development opportunities focused on content-specific training to build teacher capacity and improve academic performance among middle school students.

Problem Statement 4 (Prioritized): Compared to the state standard, the percentage of 5th and 8th-grade students who are approaching grade-level proficiency on the STAAR science exam is below average. **Root Cause:** To address the issue, there is a need to augment teacher capacity, provide project-based learning opportunities, offer instructional support resources, deliver content-specific professional development, and provide laboratory experiences for middle and high school students.

Problem Statement 5 (Prioritized): To facilitate academic achievement among students, it is necessary to have additional qualified personnel, content-specific professional development, and expanded resources for reading/math curriculum, as well as instructional technology support. **Root Cause:** The present and anticipated growth in the Emergent Bilingual and SPED student population, coupled with insufficient support to address their core academic needs, has resulted in a shortage of certified and experienced teachers in this area

Problem Statement 6 (Prioritized): Special education teachers and aides require coordinated assistance with ARD facilitation, IEP development requirements, and scheduling support for inclusion programs. **Root Cause:** A significant rise in the number of SPED students identified with low-incidence disabilities necessitates an exceptional degree of specialized support, which recommends hiring additional special education staff and aides.

Problem Statement 7 (Prioritized): Curriculum & required resources for advanced CTE 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.

District Processes & Programs

District Processes & Programs Summary

Communication

Effective communication is indeed crucial for the success of any family and community involvement initiative. By using various electronic and printed communication tools, stakeholders can receive information and provide feedback, which can help ensure that everyone is on the same page and working towards common goals.

Regular interaction between schools, families, and communities can help ensure that all parties understand the importance of education, collaboration, and partnerships. It can also help create a shared vision and strategic priorities that everyone can work towards.

Ultimately, district-wide stakeholder participation is key to the success of any family and community involvement effort. By using effective communication strategies, stakeholders can be engaged and empowered to participate, which can help create a more supportive and effective learning environment for students.

Compliance

The Heritage Academy has seen positive results from its collaborative efforts to enhance the district-wide systems, which have promoted alignment among campuses and improved the efficiency of service delivery. The administrative and program initiatives have been effective in facilitating the district's strategic objectives. The fact that the campuses have become more functional demonstrates the organization's commitment at all levels to be more proactive and responsive in serving stakeholders. The district has also increased its focus on cross-campus collaboration, which has resulted in better alignment of processes and sharing of successful ideas throughout the district.

Family & Community Engagement

Heritage Academy has established diverse communication channels to connect with students, parents, community members, and other stakeholders. These channels consist of the District/school websites, Facebook, and Remind apps. The district is actively assessing and executing a technology support and resource plan that focuses on enhancing high-capacity wireless access/security, providing support, and supplying computers/laptops. These measures aim to broaden opportunities for data gathering, access, monitoring, analysis, and utilization for informed decision-making, strategic planning, and instruction. Additionally, the district supports campus activities which include college nights, math and reading nights, and cultural celebration festivals.

District Processes & Programs Strengths

The District manages several online programs, including Websmart, Savvas Pearson Learning, DMAC, MAP, Accelerated Reader, Edmentum, Second Step, Edgenuity, I-Station K-12, and Amplify, which are designed to improve staff effectiveness and support student academic success.

To ensure that all staff can meet the needs of the school community's stakeholders, professional development opportunities are offered to them before the start of each school year and throughout the academic calendar.

Heritage Academy campuses utilize various strategies to encourage family involvement in their child's education, promote volunteerism, and actively solicit support from business

partners. Campus leaders aim to establish an effective home-school partnership with the help of Title I financial support to provide the best possible education for all students.

To support the needs of all students/families, teachers, administrators, and staff, Heritage Academy receives federal grant funds such as ESSER I, II, III, TCLAS, SPED, and Title I, II, III, & IV to supplement state funding for district and campus-wide programs and operations. These funds are used to provide health/safety services/resources/equipment and additional instructional support for student groups who require extra help in core subject areas, such as tutoring, computer-assisted instruction, intervention classes, professional development, and parental involvement activities.

Title II funds are allocated to the district to provide supplementary professional development services to staff in the core subject areas. Training is provided on the campuses and at the Region 20 Education Service Center through In-person or Zoom sessions. These funds are also used to supplement efforts to recruit, hire, and retain teachers. The district receives Title III funds through a shared services agreement with ESC Region 20, which are used to supplement the costs of resources to support instruction for ESL students. Title IV funds are received by the district and 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.

Heritage Academy also receives special education federal grant funds 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 used to supplement and implement district academic and performance goals/strategies to address student engagement/achievement, staff development, and effectiveness, health and safety measures (including COVID-19 precautions), parent involvement, school culture, and climate, instructional technology resources, and post-secondary readiness materials/supports.

Perceptions

Perceptions Summary

At Heritage Academy, creating a positive and supportive culture and climate in each school is a top priority to ensure a safe learning and teaching environment for students and teachers alike. District leaders work closely with students, parents, and schools to provide a safe and culturally-responsive learning environment. The commitment to excellence and success is evident in the collaborative efforts and partnerships among students, families, staff, and administration throughout the Heritage Academy Charter School community. A comprehensive and challenging academic program and character development, delivered through a combination of traditional, blended, and online instruction, are key factors in promoting success in the Heritage Academy learning environment.

Furthermore, Heritage Academy places a strong emphasis on the recruitment, hiring, utilization, and retention of highly trained and competent instructional staff. This includes the development and maintenance of a competitive employee salary scale, improved management of employee benefits, accurate maintenance of student and human resources records, and the establishment of an effective teacher mentoring program. These initiatives highlight the district's continued commitment to maintaining the highest standards of organizational and educational practices.

Perceptions Strengths

Every year, the District administers climate surveys to gauge the opinions of stakeholders such as parents, students, and staff regarding their encounters with programs, services, and systems. The District also adopts efficient, practical, evidence-based initiatives to promote the establishment of secure and safe learning environments across all Heritage Academy campuses. These initiatives include Vector/Safe Schools Employee Training, CPR/FA Training, Behavior Threat Teams, and TAGT Professional Development/Online training resources, and are aimed at ensuring consistency in the provision of a secure teaching and learning atmosphere.

Priority Problem Statements

Problem Statement 1: Although Emergent Bilingual students are demonstrating progress across all grade levels, their rate of reaching grade level on STAAR reading, compared to the state standard, remains lower than average.

Root Cause 1: The increasing population of Emergent Bilingual students is exceeding the current capacity of teachers in the district who hold ESL certification and possess a thorough comprehension of teaching methods for Emergent Bilingual students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Compared to the state standard, the percentage of 8th-grade students who are approaching grade-level proficiency on STAAR social studies exams is below average.

Root Cause 2: There is a need for enhanced instructional strategies, curriculum support, and targeted professional development opportunities focused on content-specific training to build teacher capacity and improve academic performance among middle school students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Compared to the state standard, the percentage of 5th and 8th-grade students who are approaching grade-level proficiency on the STAAR science exam is below average.

Root Cause 3: To address the issue, there is a need to augment teacher capacity, provide project-based learning opportunities, offer instructional support resources, deliver content-specific professional development, and provide laboratory experiences for middle and high school students.

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: Special education teachers and aides require coordinated assistance with ARD facilitation, IEP development requirements, and scheduling support for inclusion programs.

Root Cause 5: A significant rise in the number of SPED students identified with low-incidence disabilities necessitates an exceptional degree of specialized support, which recommends hiring additional special education staff and aides.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Curriculum & required resources for advanced CTE courses for certification in established career pathways are not yet fully implemented.

Root Cause 6: CTE Pathways established course sequences, and related resources/personnel need to be budgeted.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: To facilitate academic achievement among students, it is necessary to have additional qualified personnel, content-specific professional development, and expanded resources for reading/math curriculum, as well as instructional technology support.

Root Cause 7: The present and anticipated growth in the Emergent Bilingual and SPED student population, coupled with insufficient support to address their core academic needs, has resulted in a shortage of certified and experienced teachers in this area

Problem Statement 7 Areas: Student Learning

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: By the end of the academic year, 90% of students in grades K-2 will achieve proficiency in basic literacy skills, as measured by a district-approved assessment. Additionally, by the end of the academic year, 80% of students in STAAR/EOY testing grades will achieve an "Approaches Grade Level" score or higher on STAAR (State of Texas Assessments of Academic Readiness) exams.

Performance Objective 1: The district will assess and cater to the unique requirements of every student, including evaluating their performance in academic subjects such as Math, Reading, Science, and Social Studies. To enhance instructional quality, the district will utilize evidence-based resources, strategies, and program initiatives in alignment with the district's curriculum. As a result, there will be an improvement of at least 1% growth in all tested grade-level subject areas for students who fall under the categories of Approaching, Meets, and Masters STAAR/EOC Performance Rates. This improvement will be reflected in the STAAR/EOC student academic performance rates.

High Priority

HB3 Goal

Evaluation Data Sources: 2022-2023 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: The Pre-Kindergarten through the 8th-grade curriculum will adhere to the TEKS guidelines. The district will provide ongoing professional development opportunities to help teachers become more familiar with the curriculum and prepare their students for the current and future grade levels. To guide instruction and measure student achievement, curriculum assessments will be administered three times per year (at the beginning, middle, and end of the year).</p> <p>Strategy's Expected Result/Impact: Student development scores will increase after each testing interval.</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: The teachers will receive state-approved and up-to-date resources from the district, along with ongoing professional development, to assist students in comprehending the concepts related to core subjects: Math, Reading, Language Arts, Social Studies, and Science.</p> <p>Strategy's Expected Result/Impact: The State Interim & MAP assessments will determine the progress in Reading performance for each quarter. The students are expected to exhibit a growth of at least one year in their grade level's designated curriculum measures from autumn to spring.</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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: By the end of the academic year, 90% of students in grades K-2 will achieve proficiency in basic literacy skills, as measured by a district-approved assessment. Additionally, by the end of the academic year, 80% of students in STAAR/EOY testing grades will achieve an "Approaches Grade Level" score or higher on STAAR (State of Texas Assessments of Academic Readiness) exams.

Performance Objective 2: The educational staff will expand their understanding of the science of learning, the significance of exceptional tier 1 instructional materials, and how the science of learning is integrated into the STAAR redesign.





High Priority

HB3 Goal

Evaluation Data Sources: Professional development sessions related to STAAR redesign and high-quality Tier 1 instruction will be provided during PLC meetings and through professional development sessions.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The District will provide contracted professional learning sessions to teachers in order to implement Tier 1 strategies that correlate to the science of learning and STAAR redesign.</p> <p>Strategy's Expected Result/Impact: Improved student academic in reading and usage of strategies in all academic subjects.</p> <p>Staff Responsible for Monitoring: Curriculum and Assessment Coordinator Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The district has developed a plan to enhance the English language proficiency of students by utilizing an Emergent Bilingual instructional approach tailored to each campus and grade level. The plan includes collaboration with Special Education, C&I, CTE, and other campus instructional supports to ensure purposeful planning. Moreover, strategic scheduling will be implemented to provide additional linguistic support to Emergent Bilingual learners, and the DMAC Emergent Bilingual student database program will be used to monitor their progress.</p> <p>Strategy's Expected Result/Impact: The school district aims to achieve measurable outcomes from the Emergent Bilingual program. By the end of the school year, students who participate in the program and have their progress monitored will show improvement in their performance on the STARR exam, with a 1% increase in Approaches, a 1% increase in Meets, and a 5% increase in Masters. Additionally, by the end of the school year, the district expects a 1% increase in the number of students who advance at least one proficiency level on the TELPAS assessment.</p> <p>Staff Responsible for Monitoring: ESL Staff Campus Administrators Curriculum and Assessment Coordinator</p>	Formative		
	Nov	Feb	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The district will offer professional development opportunities for campus leaders and staff who work with Emerging Bilingual students. These opportunities will focus on effective instruction in second language acquisition, the science of reading, and bi-literacy.</p> <p>Impact: Increased understanding of Emergent Bilingual students' language development process.</p> <p>Strategy's Expected Result/Impact: Increase in student performance.</p> <p>Staff Responsible for Monitoring: ESL Staff Campus Administrators Curriculum and Assessment Coordinator</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The TEKS Resource System, Lead4ward, evidenced-based intervention platforms (such as Amplify, I-Station, Edmentum), mandatory tutorials under HB 4545, and thoughtfully designed professional learning communities (PLCs) will be employed by the district to simplify the curriculum across all subject areas.</p> <p>Strategy's Expected Result/Impact: All HACs teachers will take part in professional development on the TEKS Resource System and participate in PLCs, while also having access to the system to prepare and provide superior instruction that aligns with the TEKS/State standards. The aim is to offer quality education to all students that meet or surpass the state's accountability standards.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The district will simplify the assessment process to aid teachers in analyzing data and promptly adapting their teaching strategies to meet individual student needs. Additionally, technology resources and relevant professional development opportunities will be provided to ensure alignment.</p> <p>Strategy's Expected Result/Impact: All instructional staff will have the opportunity to access and take part in professional development sessions on MAP assessment, Lead4ward, and DMAC</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: The district will create a professional development plan that caters to the learning needs and career development of teachers, administrators, paraprofessionals, and other staff members as required. This plan will include targeted training for new teachers, newly-hired district employees, and returning staff. Furthermore, the district will offer opportunities for veteran teachers to acquire new knowledge. The district will provide 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) will feature one or more professional development opportunities for teachers and campus administrators to expand their understanding of the district's focused initiatives. All of our professional development programs will be aligned with T-TESS and district goals/focused initiatives, ensuring that 100% of our offerings are relevant and effective.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: The district will promote the regular organization of professional learning communities (PLCs) by campus administrators, aligned with the Dufour PLC model or alternative agenda. The aim is for teachers to come together and discuss teaching experiences and resources, set learning goals based on the curriculum, analyze student data and evaluate student work, and plan engaging instruction and structured tutorial programs. Additionally, the district will promote teacher participation in Reading Academies as required by House Bill 3.</p> <p>Strategy's Expected Result/Impact: The district will strive to maintain a teacher retention rate that is comparable to 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</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: By the end of the academic year, 90% of students in grades K-2 will achieve proficiency in basic literacy skills, as measured by a district-approved assessment. Additionally, by the end of the academic year, 80% of students in STAAR/EOY testing grades will achieve an "Approaches Grade Level" score or higher on STAAR (State of Texas Assessments of Academic Readiness) exams.

Performance Objective 3: Heritage Academy will proactively identify students who are struggling and monitor their progress, while also identifying any barriers to their academic success.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The school will be utilizing regular universal screening assessments for reading and math to monitor student progress. Additionally, tutors who are contracted either during or after school hours will be providing targeted support to students who are at risk of falling behind in reading and math, in compliance with state assessment and accountability requirements outlined in HB 4545.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration Testing Coordinator</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: MTSS (Multi-Tiered Support System) and Professional Development will be implemented to support campus growth and address closing the gap in the areas of reading and math.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrator Campus MTSS Coordinator</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Heritage Academy will identify and monitor at-risk students, including local criteria. Campuses will provide academic instructional and social/emotional support for at-risk students based on their needs.</p> <p>Strategy's Expected Result/Impact: An at-risk list will be reviewed quarterly. Academic and social/emotional program evaluations showing effectiveness.</p> <p>Staff Responsible for Monitoring: Campus Administrator MTSS Coordinators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: By following the MTSS process, teachers will recognize students who are experiencing difficulties, document their learning needs in writing, find appropriate resources to support their progress and keep MTSS Coordinators informed of their advancement. The MTSS Coordinators will then record the students' plans and progress using Tier-2 and Tier-3 screens in the online MTSS student database program.</p> <p>Strategy's Expected Result/Impact: All students who are identified as having academic challenges will have their progress continuously recorded in the Frontline MTSS program and will receive personalized instruction and extra support. Moreover, their progress will be monitored to ensure that they are on track to achieve their learning goals.</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The District Coordinator of School Improvement (DCSI) will be providing support to campus leadership and instructional staff, monitoring campus processes and programs aimed at improving student achievement, and reporting progress to appropriate parties including the campus, district, Region 20, and TEA through effective communication tools. This comprehensive approach is aimed at meeting the needs of campuses engaged in ESF/Comprehensive School Improvement State/federal intervention requirements.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: DCSI Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: PLC meetings will involve analyzing data to determine appropriate student placement and designing differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By the end of the academic year, Heritage Academy will implement specific strategies and initiatives that will enhance school culture and increase engagement among the school community. This will be measured by a 10% increase in survey results indicating that staff, students, and families feel safe, secure, welcomed, and appreciated, as well as increased participation in school events and activities.

Performance Objective 1: Ensuring a safe environment for everyone on campus is a top priority for the district, which entails taking measures such as maintaining secure facilities, providing training to staff and students, and implementing a standard response protocol. The district will collaborate with local and state entities to ensure preparedness in areas such as physical and cybersecurity, data privacy, campus access, installation of security cameras, detecting and reporting possible threats, and fostering a trustworthy environment between adults and all students. Additionally, the district updates its Emergency Operations Plan on an annual basis and ensures that it is 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: Promote a safe and secure learning environment, the district will establish communication channels with local health agencies and emergency operations departments, offer staff training, update Emergency Operations Procedures, and conduct regular safety and security audits.</p> <p>Strategy's Expected Result/Impact: The district will gauge the level of safety felt by students, parents, and staff through the administration of Annual Climate Surveys.</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
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Heritage Academy will use cybersecurity tools to ensure online safety.</p> <p>Strategy's Expected Result/Impact: Impact: Reduce the number of online security breaches.</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
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 3: By the end of the academic year, Heritage Academy will increase advocacy efforts for the social and emotional well-being of students, resulting in improved relationships with students and families, as evidenced by a 10% increase in positive feedback on end-of-year surveys.

Performance Objective 1: Heritage Academy will prioritize the overall development of students to ensure their success not only academically, but also socially and emotionally.

Evaluation Data Sources: Agency service data
PEIMS data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To encourage the academic success of students, the district will provide them with both social and emotional support programs specific to campus needs, along with counseling services and case management.</p> <p>Strategy's Expected Result/Impact: Increased grade improvement, decreased discipline referrals, increased attendance.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Each Heritage Academy campus intends to introduce programs that instruct students in the use of mindful practices to regulate their emotions. Programs will be specific to the population of students served.</p> <p>Strategy's Expected Result/Impact: Decrease problematic behavior.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselor</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: By conducting training on mental health and wellness topics, Heritage Academy aims to develop connections with families and members of the community.</p> <p>Strategy's Expected Result/Impact: Increased parental engagement. Decrease in crisis behavior.</p> <p>Staff Responsible for Monitoring: Campus Administrator Campus Counselor</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Heritage Academy intends to collaborate with community agencies to furnish mental health services.</p> <p>Strategy's Expected Result/Impact: Increase in community mental health partnerships.</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Counselors</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: Heritage Academy will offer mental health training to teachers and staff through professional learning opportunities and community resources to enable them to assist students who are grappling with mental health challenges.</p> <p>Strategy's Expected Result/Impact: Increase in mental health awareness and appropriate responses to mental health issues.</p> <p>Staff Responsible for Monitoring: Campus administrators Campus counselors</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: The district will offer counseling and guidance services through campus counselors to help students who have been identified as needing support with issues such as early mental health intervention, suicide prevention, conflict resolution, tobacco use, and drug and violence prevention and intervention. These services may include providing information or referring students to professional services.</p> <p>Strategy's Expected Result/Impact: During the beginning of the year of professional development, all staff members will complete the mandatory Vector/SafeSchools Online Training Series. In addition, the counselor will provide training to staff on suicide prevention, referrals, and protocol.</p> <p>Staff Responsible for Monitoring: Campus Administrators District Administrators Campus counselors</p>	Formative		
	Nov	Feb	June





Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Campus administration will review district policies on state requirements that address sexual abuse, sex trafficking, and other forms of maltreatment of children. This includes raising awareness among staff, students, and parents about prevention strategies and identifying signs of victimization. The policy also outlines procedures for ensuring the safety and counseling of victims, as well as reporting to Child Protective Services (CPS) by staff and administrators.</p> <p>Strategy's Expected Result/Impact: During the beginning of the year of professional development, all staff members will finish every module of the SafeSchools Online Training Series. Moreover, counselors will provide training to campus staff on topics such as bullying, crisis management, CPS reporting, and suicide awareness.</p> <p>Staff Responsible for Monitoring: Campus Administrators District Administrators Campus counselors</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: The district will make sure that its discipline management program encompasses prevention, intervention, and education related to unwanted physical and/or verbal aggression, sexual harassment, cyberbullying, and bullying harassment that may occur on campus, on school grounds, or in school vehicles. Students and parents will be able to contact Campus Administration/Counselors to report any incidents of harassment, bullying, safety concerns, and personal crises.</p> <p>Strategy's Expected Result/Impact: All staff members will be required to complete every module of the Vector/SafeSchools Online Training Series. The counselors and/or community providers will provide training to staff on preventing bullying and complying with David's Law. Additionally, presentations will be provided for parent and student events. Campus Administrators will be responsible for responding to reported complaints and tips, and documenting them accordingly.</p> <p>Staff Responsible for Monitoring: Campus Administrators District Administrators Campus counselors</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Within the next school year, Heritage Academy will establish and reinforce a positive school culture by implementing specific actions and initiatives that promote respect, kindness, and empathy in all interactions with staff, students, families, and the community. This will be measured by a 10% increase in positive feedback on school culture from staff, students, and families in surveys, as well as the implementation of at least three community engagement events focused on promoting respect, kindness, and empathy.

Performance Objective 1: Heritage Academy will offer continuous training and coaching sessions to district and campus staff, with an emphasis on cultivating appropriate and professional customer service skills.

Evaluation Data Sources: Service Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Training sessions aimed at enhancing positive communication, approachability, and providing timely feedback will be organized by Heritage Academy for its district and campus support staff, teachers, and leadership.</p> <p>Strategy's Expected Result/Impact: Increase in positive feedback on surveys from stakeholders.</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The district aims to simplify communications and offer resources to stakeholders by keeping its social media and websites current. In addition, the district plans to arrange opportunities for relaxed, in-person interactions with administrators and board members, including board meetings, among other events.</p> <p>Strategy's Expected Result/Impact: The district aims to achieve yearly increases in the number of individuals who rate the district as "Strongly Agree" on the "I think parents/guardians feel welcome at my child's school" and "The school promptly returns my phone calls, messages, and/or emails" indicators of the Parent Climate Survey.</p> <p>Staff Responsible for Monitoring: Campus Administrators District Administration</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The District Leadership Team (DLT), comprised of parent and community members, is a Site-Based Decision Making Committee that advises the CEO and Superintendent. Every year, the DLT focuses on several important aspects of the district, such as the District Improvement Plan, District Calendar, PD Plans, Budgets, Compliance Documents, Attendance Rates, Federal/State Requirements, and more.</p> <p>Strategy's Expected Result/Impact: All meeting agendas, sign-in sheets, and notes are kept at the Heritage Academy Corporate Office for review or copying.</p> <p>Staff Responsible for Monitoring: Campus Administrators District Administration</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: The district will ensure that parents receive regular, accurate, and timely updates on individual student achievement data through various means, including but not limited to progress report updates, report cards, parent-teacher conferences, teacher phone calls, TEA assessment portals, student support team meetings, Parent Portal, and student work samples.</p> <p>Strategy's Expected Result/Impact: All parents will receive individual student achievement data, including progress reports at least once every three weeks and quarterly grade reports every nine weeks, representing a 100% distribution rate.</p> <p>Staff Responsible for Monitoring: Campus Administrators District Administration</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: Heritage Academy will increase parent and family engagement activities to at least one per month, with the aim of improving student academic achievement and social-emotional development by the end of the academic year 2023-2024. The activities will be designed to involve parents and families in the learning process and create a supportive environment that encourages students' academic progress and social-emotional well-being. Progress towards this goal will be monitored through regular feedback from parents, teachers, and students, and adjustments will be made as needed to ensure that the activities are effective in achieving the desired outcomes.

Performance Objective 1: The culture of Heritage Academy is explicitly centered around the foundational belief that families are a critical component for improving student learning and performance. This is reflected in the collective attitudes, values, norms, actions, and assumptions of the organization. The culture is evident in the behavior of individuals within the school district, as well as in the artifacts and practices that are upheld.

High Priority

Evaluation Data Sources: Climate Surveys, staff participation in capacity building professional development, advertisements, and sign-in sheets of parent engagement activities.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Heritage Academy will foster an environment that encourages family involvement by demonstrating explicit beliefs, actions, norms, values, and assumptions regarding the importance of families being engaged in their children's educational journey.</p> <p>Strategy's Expected Result/Impact: Increased family engagement.</p> <p>Staff Responsible for Monitoring: Campus Administrators District Administrators Title I Staff</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Heritage Academy will establish a culture of family engagement where policies, programs, practices, and procedures are designed to connect families with student learning, leading to improved academic performance and enhanced learning outcomes.</p> <p>Strategy's Expected Result/Impact: Increased family engagement. Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration Title I Staff District Administrators</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: The district and community will establish a culture of family engagement that has a direct and positive impact on the social and emotional development of all students.</p> <p>Strategy's Expected Result/Impact: Increased family engagement. Increased student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administration Title I Staff District Administrators</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 5: Heritage Academy will increase parent and family engagement activities to at least one per month, with the aim of improving student academic achievement and social-emotional development by the end of the academic year 2023-2024. The activities will be designed to involve parents and families in the learning process and create a supportive environment that encourages students' academic progress and social-emotional well-being. Progress towards this goal will be monitored through regular feedback from parents, teachers, and students, and adjustments will be made as needed to ensure that the activities are effective in achieving the desired outcomes.

Performance Objective 2: The school respects that families have the right to be consulted and involved in decisions regarding their children. It is committed to a genuinely inclusive approach to decision-making, recognizing that this process fosters a collaborative sense of responsibility among families, students, educators, administrators, and community members.

Evaluation Data Sources: Climate Surveys, staff participation in capacity building professional development, advertisements, and sign-in sheets of parent engagement activities.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Heritage Academy will establish and uphold an environment that is welcoming, respectful, supportive, and encouraging to every family.</p> <p>Strategy's Expected Result/Impact: Increased family engagement.</p> <p>Staff Responsible for Monitoring: District Administrators Campus Administrators Title I Staff</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Heritage Academy will implement strategies that expand opportunities for building relationships beyond the school premises, enabling every family to make significant contributions towards their children's education.</p> <p>Strategy's Expected Result/Impact: Increased student achievement. Increased family engagement.</p> <p>Staff Responsible for Monitoring: Campus administration District Administrators Title I staff</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Heritage Academy will guarantee consistent and healthy two-way communication and foster a sense of collaboration that is evident through various mechanisms allowing families to communicate easily and directly with the school.</p> <p>Strategy's Expected Result/Impact: Increased family engagement and communication.</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Campus Administrators
District Administrators
Title I Staff



No Progress



Accomplished







Continue/Modify



Discontinue

Goal 5: Heritage Academy will increase parent and family engagement activities to at least one per month, with the aim of improving student academic achievement and social-emotional development by the end of the academic year 2023-2024. The activities will be designed to involve parents and families in the learning process and create a supportive environment that encourages students' academic progress and social-emotional well-being. Progress towards this goal will be monitored through regular feedback from parents, teachers, and students, and adjustments will be made as needed to ensure that the activities are effective in achieving the desired outcomes.

Performance Objective 3: At Heritage Academy, there is a strong emphasis on fostering partnerships beyond the school. The district acknowledges the wealth of strengths and talents present within the community that can positively impact student learning and development, and endeavors to utilize these resources to support and enhance the school, students, and families. Additionally, the district recognizes its potential to serve as a hub for community engagement and capacity building. As such, Heritage Academy considers itself a valuable community asset and includes community representatives in its governing body. This reflects the district's understanding that the broader community is a crucial factor in achieving educational success.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Heritage Academy will collaborate with individuals and organizations in workplaces and communities to serve as mentors for student internship and work placement programs. These partnerships will also participate in other activities, including community-based learning projects, guest speaker programs, job shadowing opportunities, apprenticeship opportunities, and tutoring services.</p> <p>Strategy's Expected Result/Impact: Increase in community partnership. Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators District Administrators Title I Staff</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Heritage Academy will establish partnerships with other learning institutions such as schools, technical colleges, universities, and training providers to enable students to pursue learning opportunities and develop their skills.</p> <p>Strategy's Expected Result/Impact: Increase in community partnership. Increase in student achievement.</p> <p>Staff Responsible for Monitoring: Campus Administrators District Administrators Title I Staff</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

1.1: Comprehensive Needs Assessment

Throughout the needs assessment process, a range of methods were used to gather data, including Title I campus meetings, District Site Base meetings, stakeholder interviews, surveys, the 2023 campus-level student performance-based report (such as Accountability Ratings and Federal Report Cards), state and local student assessment data for the 2022-2023 school year (including STAAR and Benchmarks), district and campus-level analyses of curriculum resources, instructional support programs (such as Reading Horizons and CTE online courses), professional development opportunities, parent involvement initiatives, health and safety practices, student attendance and discipline reports, as well as federal grant-funded projects and initiatives, such as Title I Teacher and interventionist programs and well-rounded education initiatives.

2.5: Increased learning time and well-rounded education

The district plans to utilize Title IV funding guidelines to provide well-rounded student activities that enrich and expand educational opportunities. Heritage Academy will collaborate with a community college to offer dual credit programs that enhance academic preparedness and promote post-secondary education for students. These programs will allow students to earn both high school and college credit simultaneously while enrolled in high school. Through an established partnership, Heritage Academy will authorize eligible students to enroll in specified courses, provided they meet the program requirements.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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
Community Representative	Eric Davis	Regional Director
Administrator	Maria Correa	Principal
District-level Professional	Brian Neuman	Curriculum & Assessment Coordinator
District-level Professional	Kimberly Walker	Section 504, MTSS, Title I Coordinator
District-level Professional	Melissa Cortez	SPED Director
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
Administrator	Raye Lynn White	Campus Administrator
Non-classroom Professional	Velma Valdez	Title I
Parent	Konnie Harper-Thompson	Parent Representative
Administrator	Carol Mireles	Campus Administrator
Administrator	Roberto Lara	Campus Administrator
District-level Professional	Dina Acevedo	Superintendent

District Needs Assessment Committee

Committee Role	Name	Position
District-level Professional	Derrick Armstead	Vice President of Operations
Community Representative	Eric Davis	Regional Director
Administrator	Maria Correa	Campus Administrator
Curriculum & Assessment	Brian Neuman	District Curriculum & Assessment Coordinator
District-level Professional	Kimberly Walker	Section 504, MTSS, Title I
Non-classroom Professional	Velma Valdez	Title I
Non-classroom Professional	Charles Brierty	ESL Teacher
District-level Professional	Melissa Cortez	Special Education Director
District-level Professional	Orlando De Los Santos	Federal Grant Manager
Non-classroom Professional	Ericka Gonzales	Counselor
Community Representative	Ms. San Miguel	Community Representative
District-level Professional	Dina Acevedo	Superintendent
Non-classroom Professional	Tiffany Branford	TClass
Classroom Teacher	Zanani Jefferson	Special Education Teacher
Classroom Teacher	Sherri Lynne Wagner	Teacher
Classroom Teacher	Latondra Nelson	Teacher

District Funding Summary

420-PIC 11 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Pre-Kindergarten Curriculum & Instructional Support		\$25,000.00
1	1	2	ELAR Curriculum Resources & Instructional Support		\$15,000.00
1	1	2	ELAR Curriculum Resources & ELAR Specialist		\$10,000.00
3	1	4	Parent Communication Resources		\$3,000.00
Sub-Total					\$53,000.00
Budgeted Fund Source Amount					\$3,981,540.00
+/- Difference					\$3,928,540.00
420-PIC 22 State Career & Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$225,629.00
+/- Difference					\$225,629.00
420-PIC 23 State Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$420,498.00
+/- Difference					\$420,498.00
420-PIC 24 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ELAR Curriculum Resources & Instructional Supports		\$75,000.00
2	1	2	Class/Student Attendance Incentives & Awards		\$1,000.00
3	1	2	School Community Involvement Resources		\$2,000.00
3	1	5	Professional Development for Core Curriculum Instruction & Special populations support		\$20,000.00
Sub-Total					\$98,000.00

420-PIC 24 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$594,814.00
+/- Difference					\$496,814.00
420-PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$161,237.00
+/- Difference					\$161,237.00
420-PIC 36 Early Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Pre-Kindergarten Curriculum Resources/Instructional Technology & Assessment		\$53,584.00
Sub-Total					\$53,584.00
Budgeted Fund Source Amount					\$53,584.00
+/- Difference					\$0.00
420-PIC 37 Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,800.00
+/- Difference					\$2,800.00
410-Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Pre-Kindergarten Curriculum Resources/Instructional Technology & Assessment		\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$145,000.00
+/- Difference					\$140,000.00

211 ESSA-Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ELAR PD activities, Curriculum & Instructional Technology Resources		\$30,584.00
2	1	2	Class/Student Attendance Incentives & Awards		\$1,000.00
3	1	2	School Community Involvement Resources		\$1,000.00
Sub-Total					\$32,584.00
Budgeted Fund Source Amount					\$200,000.00
+/- Difference					\$167,416.00
211.03 School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
211 ESF Focused-Support Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ELAR Curriculum Resources & Instructional Supports		\$10,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$100,000.00
+/- Difference					\$90,000.00
224 IDEA B, Formula Sp-Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$100,000.00
+/- Difference					\$100,000.00
225 IDEA B, Preschool Sp-Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,055.00
+/- Difference					\$1,055.00

255 ESSA-Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ELAR Specialists		\$8,500.00
Sub-Total					\$8,500.00
Budgeted Fund Source Amount					\$30,000.00
+/- Difference					\$21,500.00
420-ESSA-Title III, Part A ELA (SSA)-263					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,000.00
+/- Difference					\$7,000.00
289 ESSA-Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$12,000.00
+/- Difference					\$12,000.00
198 Fund-raising					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Class/Student Attendance Incentives & Awards		\$1,000.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$1,000.00
+/- Difference					\$0.00
282-ESSER III Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	1 Nurse, Personal Protective Equipment (PPE) & Infection Control Resources to sustain a continuous safe & healthy educational environment for students and employees		\$120,000.00
3	1	5	Professional Development for Core Curriculum Instruction & Special populations support		\$3,000.00
Sub-Total					\$123,000.00
Budgeted Fund Source Amount					\$160,000.00

282-ESSER III Grant						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$37,000.00
279-TCLAS Grant						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$73,000.00
					+/- Difference	\$73,000.00
					Grand Total Budgeted	\$6,269,157.00
					Grand Total Spent	\$384,668.00
					+/- Difference	\$5,884,489.00

Bullying and Cyber-Bullying Prohibited

Heritage Academy prohibits bullying, as well as retaliation against anyone involved in the complaint process.

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on Heritage Academy property, at a school-sponsored or school-related activity, or in a vehicle operated by Heritage Academy that:

1. Has the effect or will have the effect of physical harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

The conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts Heritage Academy operations.

Heritage Academy also prohibits cyber-bullying, which is defined as the use of any electronic communication device to engage in bullying or intimidation.

Retaliation

Heritage Academy prohibits retaliation by a student or Heritage Academy employee against any person who in good faith makes a report of bullying or cyber-bullying, serves as a witness, or participates in an investigation.

Reporting Procedures

Reports of bullying and/or cyber-bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. Failure to immediately report may impair Heritage Academy's ability to investigate and address the prohibited conduct.

Any Heritage Academy employee who suspects or receives notice that a student or group of students has or may have experienced bullying and/or cyber-bullying shall immediately notify the Principal or designee.

A report may be made orally or in writing. The Principal or designee shall reduce any oral reports to written form.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a Heritage Academy investigation regarding bullying and/or cyber-bullying shall be subject to appropriate disciplinary action.

Investigation of Report

The Principal shall determine whether the allegations in the report, if proven, would constitute prohibited discrimination and/or harassment, and if so proceed under Board Policy PG-3.4.1 (Freedom from Discrimination, Harassment, and Retaliation) instead.

The Principal or designee shall conduct an appropriate investigation based on the allegations in the report, and shall take prompt interim action calculated to prevent bullying during the course of the investigation, if appropriate.

Absent extenuating circumstances, the investigation should be completed within ten Heritage Academy business days from the date of the initial report. However, the Principal or designee shall take additional time if necessary to complete a thorough investigation.

Following completion of the investigation, the Principal or designee will prepare a written decision regarding the complaint. If the results of an investigation indicate that bullying and/or cyber-bullying occurred, Heritage Academy shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct in accordance with the Student Code of Conduct. Heritage Academy may take action based on the results of an investigation, even if Heritage Academy concludes that the conduct did not rise to the level of bullying and/or cyber-bullying as defined in this policy.

Confidentiality

To the greatest extent possible, Heritage Academy shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A parent or student who is dissatisfied with the outcome of the investigation may appeal under Board Policy PG-3.35 (Parent and Student Complaints and Grievances).

Heritage Academy BOARD POLICY MANUAL
POLICY GROUP 3 – STUDENTS
FREEDOM FROM BULLYING AND CYBER-BULLYING

PG-3.4.2

Access to Policy

Information regarding this policy shall be distributed annually to Heritage Academy employees and included in the Student Handbook. Copies of the policy shall be readily available at each campus and the Heritage Academy administrative offices.

Heritage Academy BOARD POLICY MANUAL

POLICY GROUP 3 – STUDENTS

STUDENT RIGHTS AND RESPONSIBILITIES: PREGNANT STUDENTS

PG-3.34

Pregnant students have the right to continue their education during pregnancy and may choose to exercise that right by:

1. Remaining in the regular school program.
2. Participating in any other special program Heritage Academy may provide for pregnant students.

The student may also choose to request a leave of absence. Such request shall be accompanied by a licensed physician's certification that the leave is a medical necessity. Students who avail themselves of this option are exempt from compulsory attendance during the period certified by the physician as necessary for the leave of absence.

Medical Certification

Heritage Academy may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

DUTY TO REPORT

By Any Person

Any person who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law.

By A Professional

Any professional who has cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the professional first suspects abuse or neglect.

A professional may not delegate to or rely on another person to make the report.

A "professional" is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, and juvenile detention or correctional officers.

Contents of Report

The report should reflect the reporter's belief that a child has been or may be abused or neglected or has died of abuse or neglect. The person making the report shall identify, if known:

1. The name and address of the child;
2. The name and address of the person responsible for the care, custody, or welfare of the child; and
3. Any other pertinent information concerning the alleged or suspected abuse or neglect.

To Whom Reported

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to the Texas Department of Family and Protective Services (DFPS), unless the report is made under item 3, below, or the report involves a juvenile justice program or facility.

All other reports shall be made to:

1. Any local or state law enforcement agency;
2. The DFPS, including a local office where available;

Heritage Academy STUDENT POLICIES
POLICY GROUP 3 – STUDENTS
CHILD ABUSE AND NEGLECT

PG-3.9

3. The state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred; or
4. The agency designated by the court to be responsible for the protection of children.

Immunity from Liability

A person acting in good faith who reports or assists in the investigation of a report of alleged child abuse or neglect or who testifies or otherwise participates in a judicial proceeding arising from a report, petition, or investigation of alleged child abuse or neglect is immune from any civil or criminal liability that might otherwise be incurred or imposed.

Heritage Academy may not suspend or terminate the employment of, or otherwise discriminate against, a professional who makes a good faith report of abuse or neglect.

Criminal Offenses

Failure to Report

A person commits a class A misdemeanor if he or she has cause to believe that a child's physical or mental health or welfare has been or may be adversely affected by abuse or neglect and knowingly fails to report it as provided by law.

Failure to report child abuse or neglect violates the Educator's Code of Ethics and may result in sanctions against an educator's certificate, as addressed in 19 TAC 249.

False Report

A person commits an offense if, with the intent to deceive, the person knowingly makes a report of abuse and neglect that is false. The offense is a state jail felony, except that it is a felony of the third degree if the person has previously been convicted of the offense.

Coercion

A Heritage Academy employee who coerces another into suppressing or failing to report child abuse or neglect to a law enforcement agency commits a Class C misdemeanor offense.

Heritage Academy STUDENT POLICIES
POLICY GROUP 3 – STUDENTS
CHILD ABUSE AND NEGLECT

PG-3.9

Confidentiality

A report of alleged or suspected abuse or neglect and the identity of the person making the report is confidential and not subject to release under Government Code Chapter 552 (Public Information Act). Such information may be disclosed only for purposes consistent with federal or state law or under rules adopted by an investigating agency.

Unless waived in writing by the person making the report, the identity of an individual making a report under this chapter is confidential and may be disclosed only to a law enforcement officer for the purposes of a criminal investigation of the report, or as ordered by a court under Family Code 261.201.

Investigations

Reports to the School

If the DFPS initiates an investigation and determines that the abuse or neglect involves a Heritage Academy employee, and that the child is a student at Heritage Academy, the department shall orally notify the Superintendent.

The DFPS shall send a written report of its investigation, as appropriate, to the Principal, unless the Principal is alleged to have committed the abuse or neglect, to the Board, and to the Superintendent.

Interview of Student

The investigating agency shall be permitted to interview the child at any reasonable time and place, including at the child's school.

Interference with Investigation

A person may not interfere with an investigation of a report of child abuse or neglect conducted by the DFPS.

Reporting Policy

The Board shall establish and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements of Family Code Chapter 261.

The policies must require every school employee, agent, or contractor who suspects child abuse or neglect to submit a written or oral report to at least one of the authorities listed above (see TO WHOM REPORTED) within 48 hours or less, as determined by the Board, after learning of facts giving rise to the suspicion.

Heritage Academy STUDENT POLICIES
POLICY GROUP 3 – STUDENTS
CHILD ABUSE AND NEGLECT

PG-3.9

The policies must also be consistent with 40 TAC Chapter 700 regarding investigations by the DFPS, including regulations governing investigation of abuse by school personnel and volunteers.

The policies must notify school personnel of the following:

1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 TAC 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;
2. Prohibitions against interference with an investigation of a report of child abuse or neglect, including:
 - a. The prohibition, under Family Code 261.302 and 261.303, against denying an investigator's request to interview a student at school; and
 - b. The prohibition, under Family Code 261.302, against requiring the presence of a parent or school administrator during an interview by an investigator.
3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;
4. Confidentiality provisions relating to a report of suspected child abuse or neglect;
5. Any disciplinary action that may result from noncompliance with Heritage Academy' reporting policy; and
6. The current toll-free number for the DFPS.

The policies must not require that school personnel report suspicions of child abuse or neglect to a school administrator before making a report to one of the agencies listed above.

Annual Distribution and Staff Development

The policies shall be distributed to all personnel at the beginning of each school year and shall be addressed in staff development programs at regular intervals determined by the Board.

Abuse of Disabled Persons

A person having cause to believe that a disabled person over the age of 18 or who has had the disabilities of minority removed is in a state of abuse, neglect, or exploitation shall report the information immediately to the DFPS.

A person commits a class A misdemeanor if the person has cause to believe that a disabled person has been abused, neglected, or exploited or is in a state of abuse, neglect, or exploitation and knowingly fails to report.

Heritage Academy STUDENT POLICIES
POLICY GROUP 3 – STUDENTS
CHILD ABUSE AND NEGLECT

PG-3.9

A person filing a report or testifying or otherwise participating in any judicial proceeding arising from a petition, report, or investigation is immune from civil or criminal liability on account of his or her petition, report, testimony, or participation, unless the person acted in bad faith or with a malicious purpose.

Required Poster

Heritage Academy shall place a poster of the following specifications at every campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students. The poster must:

1. Be in a format and language that is clear, simple, and understandable to students;
2. Be in English and in Spanish;
3. Be 11x17 inches or larger;
4. Be in large print;
5. Be placed at eye-level to the student for easy viewing; and
6. Include the following information:
 - a. The current toll-free DFPS abuse Hotline telephone number (in bold print);
 - b. Instructions to call 911 for emergencies; and
 - c. Directions for accessing the DFPS website (<http://www.txabusehotline.org>) for more information on reporting abuse, neglect, and exploitation.



Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions

Description 1

How the LEA will **monitor students' progress in meeting the challenging State academic standards** by [Section 1112(b)(1)]—

1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. Identifying students who may be at risk for academic failure;
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Staff/Department

Procedures, Systems, and Policies

Campus Administrators

Campus MTSS Coordinators

Testing Coordinators

Heritage Academy will employ several strategies to monitor students' progress in meeting the challenging State academic standards, as required by Section 1112(b)(1).

1. **Developing and implementing a well-rounded program of instruction:** Heritage Academy will design a comprehensive curriculum that covers all the necessary subjects and skills outlined in the State academic standards. This program will be regularly reviewed and updated to ensure alignment with the standards and meet the academic needs of all students. Teachers will deliver instruction using a variety of effective teaching methods and resources to engage students and promote their learning.
2. **Identifying students at risk for academic failure:** Heritage Academy will implement a system to identify students who may be struggling academically or at risk of falling behind. This identification process may involve assessing students' academic performance, conducting regular progress checks, and considering input from teachers, parents, and other relevant stakeholders. By identifying at-risk students early, the school can provide timely and targeted interventions to support their academic progress.



Plan 4 Learning

	<p>3. Providing additional educational assistance: Once at-risk students have been identified, Heritage Academy will offer additional educational assistance to those who require it. This assistance may include one-on-one tutoring, small group instruction, after-school programs, or other targeted interventions tailored to individual students' needs. The decision to provide additional support will be based on the school's assessment of students' academic requirements and the resources available.</p> <p>4. Implementing instructional and other strategies for improvement: Heritage Academy will proactively identify and implement instructional strategies aimed at strengthening academic programs and improving school conditions for student learning. This may involve adopting research-based teaching practices, leveraging technology to enhance instruction, providing professional development opportunities for teachers, or implementing innovative approaches to curriculum design. The school will regularly evaluate the effectiveness of these strategies and make adjustments as needed to continually enhance student learning outcomes.</p>
Description 2	
<p>How the LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers strengthen academic programs and improve school conditions for student learning.</p>	
Staff/Department	Procedures, Systems, and Policies
<p>Vice President of Operations</p>	<p>The Heritage Academy will take the following steps to identify and address disparities that result in low-income students and minority students being taught at higher rates by ineffective, inexperienced, or out-of-field teachers. These actions will also focus on strengthening academic programs and improving school conditions for student learning:</p> <ol style="list-style-type: none"> 1. Data Analysis: Heritage Academy will conduct a comprehensive analysis of student data to identify any disparities in teacher quality and distribution. This analysis will include examining factors such as teacher experience, qualifications, and subject area expertise, as well as student demographics and academic performance.



2. **Equity Audits:** Heritage Academy will conduct equity audits to assess and address any systemic barriers that contribute to the disparities. This will involve examining hiring practices, teacher assignments, professional development opportunities, and resource allocation to ensure equitable distribution and access for all students.
3. **Recruitment and Retention:** Heritage Academy will implement targeted strategies to recruit and retain highly effective and diverse teachers. Efforts may include expanding recruitment pipelines, providing incentives for teachers to work in high-need schools, and offering professional growth opportunities to support teacher effectiveness and job satisfaction.
4. **Professional Development:** Heritage Academy will invest in high-quality professional development programs that specifically address the needs of teachers working with low-income and minority students. These programs will focus on cultural competency, instructional strategies for diverse learners, and effective classroom management techniques.
5. **Mentoring and Support:** Heritage Academy will establish mentoring and support programs to assist new and inexperienced teachers. These programs will provide guidance, feedback, and resources to help teachers develop their skills and improve student outcomes.
6. **Collaboration and Collaboration:** Heritage Academy will foster collaboration among teachers, administrators, and community stakeholders to share best practices and collectively address disparities. This collaboration will create a supportive environment for professional growth and allow for the implementation of effective instructional strategies.
7. **School Improvement Initiatives:** Heritage Academy will implement targeted school improvement initiatives in schools with the highest disparities. These initiatives may include additional resources, specialized programs, and wraparound services that address the specific needs of low-income and minority students.
8. **Accountability and Monitoring:** Heritage Academy will establish accountability measures to track progress and ensure that disparities are being effectively addressed. This will involve monitoring teacher assignments, evaluating program



	effectiveness, and regularly assessing student outcomes to drive continuous improvement.
Description 3	
How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2)	
Staff/Department	Procedures, Systems, and Policies
Campus Administrators District Staff	<p>Under Section 1111(d)(1) and (2) of the Elementary and Secondary Education Act (ESEA), Heritage Academy carries out its School Support and Improvement activities responsibilities in the following ways:</p> <ol style="list-style-type: none">Needs Assessment: Heritage Academy conducts a comprehensive needs assessment to identify schools that require support and improvement. This assessment includes analyzing academic performance data, student achievement indicators, and other relevant data to determine the specific needs of each school.Targeted Assistance: Once schools in need of support are identified, Heritage Academy provides targeted assistance to address their specific challenges. This assistance may include allocating additional resources, implementing evidence-based interventions and strategies, and offering professional development opportunities for teachers and staff.School Improvement Plans: Heritage Academy collaborates with identified schools to develop and implement school improvement plans. These plans outline specific goals, strategies, and actions to address the identified needs and improve student outcomes. Heritage Academy supports schools in implementing these plans and monitors their progress regularly.Evidence-Based Interventions: Heritage Academy ensures that the interventions and strategies implemented in schools are evidence-based. This means that they are grounded in research and have demonstrated effectiveness in improving student achievement. Heritage Academy may provide guidance and support to schools in selecting and implementing evidence-based interventions.



Plan4Learning

	<p>5. Monitoring and Evaluation: Heritage Academy closely monitors and evaluates the progress of schools undergoing support and improvement activities. This includes collecting and analyzing data on student outcomes, assessing the effectiveness of implemented strategies, and making adjustments as necessary. Heritage Academy provides feedback and support to schools to ensure continuous improvement.</p> <p>6. Collaboration and Stakeholder Engagement: Heritage Academy promotes collaboration and engages with stakeholders, including school administrators, teachers, parents, and community members. Collaboration ensures that diverse perspectives and expertise are considered in decision-making processes, and stakeholders are actively involved in shaping and implementing improvement initiatives.</p> <p>7. Compliance with Federal Requirements: Heritage Academy ensures that its School Support and Improvement activities comply with the requirements and guidelines set forth in Section 1111(d)(1) and (2) of the ESEA. This includes adhering to accountability measures, reporting obligations, and any specific mandates related to school improvement.</p>
--	--

Description 4

The poverty criteria that will be used to select **school attendance areas** under Section 1113 (*Within-LEA Allocation Procedures*)

Staff/Department	Procedures, Systems, and Policies
<p>Campus Administrators</p> <p>PEIMS staff</p>	<p>Under Section 1113 of the Elementary and Secondary Education Act (ESEA), also known as Title I, the poverty criteria used to select school attendance areas are typically based on the percentage of low-income students in a particular geographic area. The goal is to identify school attendance areas with higher concentrations of low-income students, as these areas are typically targeted for additional resources and supports through Title I funding to help improve educational opportunities and outcomes for economically disadvantaged students. Heritage Academy uses the Free and Reduced-Price Lunch Eligibility Program which provides meals at no cost or at a reduced price to students from low-income households.</p>

Description 5

The **nature of the programs to be conducted** under Schoolwide (Section 1114) and Targeted



<p>Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.</p>	
Staff/Department	Procedures, Systems, and Policies
<p>Campus Administrators</p> <p>Campus Counselors</p>	<p>Heritage Academy will ensure coordination and collaboration between the Schoolwide and Targeted Assistance programs to address the needs of students effectively. It will also work with local institutions for neglected or delinquent children, as well as community day school programs, to provide educational services that support the success of these students. The district's goal is to ensure equitable access to education and support the academic and personal growth of all students, including those facing challenging circumstances.</p>
Description 6	
<p>The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (<i>Homeless LEA Reservation</i>)</p>	
Staff/Department	Procedures, Systems, and Policies
<p>Campus Administration</p> <p>Campus McKinney Vento Liaisons</p> <p>District McKinney Vento Liaison</p>	<p>Heritage Academy will provide services to support the enrollment, attendance, and success of homeless children and youth in coordination with the services provided under the McKinney-Vento Homeless Assistance Act.</p> <ol style="list-style-type: none"> 1. Identification and Enrollment: Heritage Academy will actively identify homeless children and youth within its jurisdiction, including those living in shelters, motels, cars, or temporarily with others ("doubled-up"). Heritage Academy will ensure that homeless children and youth are promptly enrolled in school, even if they lack required documents such as proof of residency or immunization records. Enrollment barriers will be removed to facilitate their access to education. 2. School Stability and Transportation: Heritage Academy will strive to provide school stability for homeless children and youth. If it is in their best interest, efforts will be made to allow them to remain in their school of origin, even if they move out of the school's attendance area. Transportation services will be arranged to ensure their access to school, including transportation to and from their school of origin, if feasible.



Plan 4 Learning

	<p>3. Educational Services and Support: Heritage Academy will provide homeless children and youth with appropriate educational services and supports to address their unique needs. This may include access to academic programs, counseling, tutoring, special education services, language assistance for Emergent Bilingual, and other support services as necessary.</p> <p>4. Coordination with Homeless Assistance Act: Heritage Academy will coordinate its efforts with the McKinney-Vento Homeless Assistance Act, which provides comprehensive support to homeless individuals and families. This coordination may involve collaborating with community organizations, social service agencies, and homeless shelters to ensure a holistic approach to meeting the needs of homeless children and youth.</p> <p>5. Liaison and Training: Heritage Academy will designate a McKinney-Vento liaison who will serve as a point of contact for homeless children, youth, and their families. The liaison will provide support, guidance, and assistance in navigating the educational system. Heritage Academy will also provide training to school staff and administrators to increase awareness and understanding of the unique challenges faced by homeless children and youth.</p> <p>6. Collaboration and Advocacy: Heritage Academy will collaborate with other agencies and organizations involved in serving homeless individuals and families. This may include participating in community-wide efforts to address homelessness, advocating for policy changes that support homeless students, and seeking additional resources to meet their educational needs.</p>
Description 7	
<p>The strategy the LEA will use to implement effective parent and family engagement (PFE) under Section 1116 (<i>LEA Written Parent and Family Engagement Policy</i>)</p>	
Staff/Department	Procedures, Systems, and Policies
<p>Campus Administrators Campus Title I</p>	<p>Under Section 1116, Heritage Academy’s strategy for implementing effective parent and family engagement aims to create a supportive and inclusive school environment where parents and families feel valued, empowered, and engaged in their child's education. By</p>



Plan4Learning

<p>Coordinators District Title I Coordinators</p>	<p>fostering strong partnerships between home and school, Heritage Academy seeks to enhance student success and promote positive educational experiences for all students. The Parent and Engagement Policy will involve the following elements:</p> <ol style="list-style-type: none">1. Development of a Written Policy: Heritage Academy will develop a comprehensive Written Parent and Family Engagement Policy in accordance with the requirements outlined in Section 1116. This policy will serve as a framework for fostering meaningful and effective partnerships between Heritage Academy, schools, and families.2. Collaboration and Input: Heritage Academy will actively seek input and collaboration from parents, families, and community stakeholders in the development, implementation, and review of the Written Parent and Family Engagement Policy. This ensures that diverse perspectives and voices are considered and that the policy reflects the unique needs and strengths of the community.3. Communication and Outreach: Heritage Academy will establish clear and regular communication channels to engage parents and families in the educational process. This may include newsletters, websites, social media platforms, and other means of disseminating information about school programs, events, and opportunities for involvement. Heritage Academy also provide information and resources in languages and formats accessible to all families, ensuring inclusivity.4. Parent and Family Involvement Opportunities: Heritage Academy will create meaningful opportunities for parents and families to be actively involved in their child's education. This may involve parent-teacher conferences, workshops, volunteer programs, advisory committees, and participation in decision-making processes at the school and district levels. Heritage Academy will also encourage and support parent and family engagement in students' learning activities at home.5. Capacity Building and Training: Heritage Academy will provide ongoing professional development and training opportunities to staff, educators, and administrators to enhance their understanding of effective parent and family engagement practices. This may include workshops on culturally responsive communication, building positive relationships, and strategies to promote meaningful collaboration between school and home.
---	---



	<p>6. Evaluation and Continuous Improvement: Heritage Academy will regularly evaluate the effectiveness of its parent and family engagement efforts. This may involve collecting feedback from parents and families, analyzing data on engagement levels, and assessing the impact of engagement activities on student outcomes. Based on the evaluation results, Heritage Academy will make necessary adjustments and improvements to its strategies and practices.</p>
<p>Description 8</p>	
<p>If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. (<i>LEA Reservation for Preschool</i>)</p>	
<p>Staff/Department</p>	<p>Procedures, Systems, and Policies</p>
<p>Campus Administrators Title I Coordinators</p>	<p>Heritage Academy will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the academy or individual school level, including plans for the transition of participants in such programs to local elementary school programs. By supporting, coordinating, and integrating services provided through Title I, Part A with early childhood education programs, Heritage Academy aims to ensure a cohesive and effective educational experience for young children. This approach promotes continuity, collaboration, and family involvement, ultimately contributing to positive outcomes for children as they progress from early childhood education to elementary school.</p> <ol style="list-style-type: none"> 1. Service Integration: Heritage Academy will work to integrate services provided through Title I, Part A funding with early childhood education programs. This integration ensures a seamless and coordinated approach to supporting the educational needs of young children, particularly those from disadvantaged backgrounds. It will involve collaboration and coordination between Title I staff, early childhood educators, and other relevant stakeholders. 2. Collaboration and Partnerships: Heritage Academy will establish partnerships with early childhood education providers, such as local preschools, Head Start programs, and community organizations offering early learning opportunities. This collaboration will allow for the sharing of resources,



expertise, and best practices to support the holistic development of children.

3. **Alignment of Curriculum and Instruction:** Heritage Academy will align curriculum and instructional strategies between early childhood education programs and elementary school programs. This alignment will ensure continuity in learning experiences and facilitate a smooth transition for children moving from early childhood programs to local elementary schools. It may involve sharing curriculum frameworks, instructional materials, and strategies that promote a seamless progression of skills and knowledge.
4. **Professional Development:** Heritage Academy will provide professional development opportunities for educators working in both early childhood education and elementary school settings. This training will focus on effective instructional practices, assessment strategies, and approaches to support the specific needs of young learners. The goal is to enhance the skills and knowledge of educators and create a shared understanding of educational expectations across the early childhood to elementary school continuum.
5. **Transition Planning:** Heritage Academy will develop comprehensive transition plans for children who are participants in early childhood education programs and will be transitioning to local elementary school programs. These plans will include collaboration between early childhood educators, elementary school teachers, and families to ensure a smooth and successful transition. They may involve sharing of information, meetings, visits, and activities that support children's social, emotional, and academic readiness for elementary school.
6. **Family Engagement:** Heritage Academy will actively engage families in the transition process and throughout their child's educational journey. This includes providing information, resources, and opportunities for parental involvement in both early childhood education and elementary school programs. Family engagement activities will aim to support parents in understanding the transition process, their role in supporting their child's learning, and accessing available resources and supports.

Description 9



Plan4Learning

How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a **Targeted Assistance program** under Section 1115, will **identify the eligible children most in need of services** under Title I, Part A

Staff/Department	Procedures, Systems, and Policies
Campus Administrators District Testing Coordinator	<p>In schools operating a Targeted Assistance program under Section 1115 of Title I, Part A, teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, follow a process to identify the eligible children most in need of services.</p> <ol style="list-style-type: none">Data Analysis: The first step involves analyzing various data sources to identify students who may be eligible for Title I services. These sources may include standardized test scores, classroom assessments, attendance records, discipline records, and other relevant data. The aim is to identify students who are struggling academically and could benefit from additional support.Academic Performance: Teachers and school leaders examine students' academic performance, including grades, test scores, and classroom performance, to determine their level of need. They may consider students who consistently perform below grade level or have shown a significant decline in academic achievement.Multiple Measures: It is important to consider multiple measures of student performance to ensure a comprehensive understanding of their needs. This can include teacher observations, portfolio assessments, and other qualitative data that provide insight into a student's strengths, weaknesses, and learning styles.Parental Input: Collaboration with parents is crucial in identifying students' needs accurately. Teachers and school leaders engage in regular communication with parents to understand their perspectives, gather additional information, and consider any concerns or insights they may provide.Teacher Recommendations: Classroom teachers play a significant role in identifying students in need of Title I services. They provide professional judgment based on their daily interactions with students, classroom observations, and knowledge of individual student needs.



	<p>6. Consultation: Collaboration among teachers, administrators, paraprofessionals, and specialized instructional support personnel is essential. Through consultation, they discuss and share insights to ensure a comprehensive understanding of students' needs and develop appropriate intervention strategies.</p> <p>7. Individualized Assessments: In some cases, additional assessments or evaluations may be conducted to gather more specific information about a student's academic or learning needs. These assessments can include diagnostic tests, language proficiency assessments, or other specialized evaluations.</p> <p>8. Documentation and Selection: The identification process should be well-documented, including the rationale for selecting specific students for Title I services. This documentation helps ensure transparency and accountability in the decision-making process.</p> <p>9. Ongoing Monitoring: Once students have been identified and provided with Title I services, regular monitoring and progress assessments are conducted to gauge their growth and make any necessary adjustments to the support provided.</p>
--	--

Description 10

How the LEA will implement strategies to facilitate effective **transitions for students from middle grades to high school and from high school to postsecondary education** including, if applicable [Section 1112(b)(10)]

1. Coordination with institutions of higher education, employers, and other local partners; and
2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

Staff/Department	Procedures, Systems, and Policies
<p>Campus Administrators</p> <p>CTE Coordinators</p>	<p>Heritage Academy will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education, taking into account the requirements outlined in Section 1112(b)(10). These strategies aim to ensure that Heritage Academy students experience seamless transitions from middle grades to high school and from high school to postsecondary education. By coordinating with institutions of higher education, employers, and local partners, as well as increasing access to early college or dual/concurrent enrollment opportunities and</p>



providing career counseling, the school can better equip students with the knowledge, skills, and resources they need for successful transitions and future success.

1. Coordination with Institutions of Higher Education, Employers, and Local Partners:

- Heritage Academy will establish partnerships and maintain regular communication with institutions of higher education, employers, and other local partners. This collaboration ensures that students are prepared for the transition to postsecondary education or the workforce.
- Through these partnerships, Heritage Academy can create opportunities for students to engage in work-based learning experiences, internships, or apprenticeships. Such experiences provide practical exposure to career options, develop employability skills, and strengthen the connection between classroom learning and real-world applications.
- Institutions of higher education can also provide valuable resources such as college readiness workshops, guest speakers, campus visits, and guidance on admission requirements and financial aid options.

2. Increased Student Access to Early College High School or Dual/Concurrent Enrollment:

- Heritage Academy will provide increased access to early college high school or dual/concurrent enrollment opportunities. Early college programs allow students to take college-level courses while still in high school, earning both high school and college credits simultaneously.
- By offering these opportunities, Heritage Academy enables students to experience the academic rigor and expectations of college, while also reducing the time and cost required to complete a postsecondary degree.
- The school will work closely with local colleges and universities to establish agreements that facilitate student enrollment in college courses and ensure smooth credit transfers.

3. Career Counseling to Identify Student Interests and Skills:

- Heritage Academy will prioritize career counseling services to help students identify their interests, skills, and aptitudes. This guidance will assist students in making informed decisions about their educational and career pathways.



	<ul style="list-style-type: none"> • Career counselors will engage students in one-on-one sessions, group workshops, and assessments to explore various career options, understand labor market trends, and determine the academic and technical skills needed for specific occupations. • By providing comprehensive career counseling, Heritage Academy supports students in aligning their postsecondary education choices with their career goals, ensuring a smoother transition and higher chances of success in their chosen fields.
<p>Description 11</p>	
<p>How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students</p>	
<p>Staff/Department</p>	<p>Procedures, Systems, and Policies</p>
<p>Campus Administrators MTSS Coordinators Campus Counselors</p>	<p>Heritage Academy is committed to supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This includes identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students. By implementing these measures, Heritage Academy will create a positive and inclusive school environment that promotes equitable discipline practices. By addressing the overuse of disciplinary practices that remove students from the classroom and identifying and supporting schools with high rates of discipline, the academy seeks to provide all students with equal opportunities for academic success while fostering a supportive and nurturing learning environment.</p> <ol style="list-style-type: none"> 1. Data Analysis and Monitoring: Heritage Academy will conduct a thorough analysis of discipline data to identify schools with high rates of disciplinary actions. The data will be disaggregated by student subgroups such as race, ethnicity, gender, English language proficiency, and students with disabilities. This analysis helps identify patterns and disparities in disciplinary practices. 2. School-wide Policies and Practices: Heritage Academy will work with schools that have high rates of discipline to review and revise their disciplinary policies and practices. The aim is to develop a more inclusive, supportive, and restorative approach to discipline that emphasizes positive behavior interventions and supports rather than punitive measures.



	<ol style="list-style-type: none">3. Professional Development and Training: Heritage Academy will provide professional development and training to teachers, administrators, and staff members on alternative disciplinary approaches. This includes restorative justice practices, social-emotional learning strategies, conflict resolution techniques, and culturally responsive classroom management. By equipping educators with these skills, they can create a positive and inclusive classroom environment that reduces the need for exclusionary discipline practices.4. Student Support Services: Heritage Academy will enhance the availability of student support services to address the underlying causes of disciplinary issues. This includes increasing access to counseling services, mentoring programs, social workers, and other appropriate interventions. By addressing the root causes of student behavior, the school can help students develop the skills and resilience needed to make positive choices.5. Collaborative Partnerships: Heritage Academy will collaborate with community organizations, mental health agencies, and other stakeholders to provide wraparound support for students. By working together, these partnerships can offer additional resources and interventions that promote positive behavior, emotional well-being, and academic success.6. Ongoing Evaluation and Review: Heritage Academy will continually evaluate the effectiveness of the implemented strategies and monitor disciplinary data to assess progress. This ongoing evaluation ensures that the approaches remain responsive to the needs of students and the reduction of disparities in disciplinary actions among different student subgroups.
--	---

Description 12

If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]

1. Academic and **career and technical education** content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
2. **Work-based learning opportunities** that provide students in-depth interaction with industry professionals and, if appropriate, academic credit



Plan4Learning

Staff/Department	Procedures, Systems, and Policies
Campus Administrators CTE Coordinators	<p>Heritage Academy is dedicated to supporting programs that coordinate and integrate academic and career and technical education (CTE) content, as outlined in Section 1112(b)(12). This includes incorporating coordinated instructional strategies, experiential learning opportunities, and work-based learning experiences. To support these programs effectively, Heritage Academy will collaborate with local businesses, industry partners, and community organizations. These collaborations can involve developing partnerships with industry professionals who serve as mentors, guest speakers, or potential employers for students. By coordinating and integrating academic and CTE content through instructional strategies, experiential learning opportunities, and work-based learning experiences, Heritage Academy seeks to prepare students for success in in-demand occupations or industries. These efforts provide students with the necessary skills, knowledge, and practical experiences to make informed career choices and excel in their chosen fields.</p> <ol style="list-style-type: none">1. Coordinated Instructional Strategies:<ul style="list-style-type: none">• Heritage Academy will foster coordination between academic and CTE instructors to integrate content and instructional strategies. This collaboration ensures that academic subjects align with relevant CTE pathways, providing students with a holistic and cohesive educational experience.• Teachers from different disciplines will collaborate to design interdisciplinary projects and assignments that incorporate both academic and career-focused content. This integration helps students understand the practical application of academic concepts in real-world contexts.• Instructional strategies may include project-based learning, problem-solving activities, simulations, and case studies that connect academic knowledge with skills and competencies required in in-demand occupations or industries.2. Experiential Learning Opportunities:<ul style="list-style-type: none">• Heritage Academy will promote experiential learning opportunities for students to gain hands-on experience and practical skills relevant to their chosen career pathways.• These opportunities may include field trips, industry visits, job shadowing, guest speakers, and industry-specific workshops. These experiences allow students to observe and interact with professionals in their desired fields,



Plan4Learning

	<p>providing insights into the industry's demands and expectations.</p> <ul style="list-style-type: none"> • Experiential learning can also involve engaging with authentic, real-world projects and scenarios, allowing students to apply academic knowledge and develop problem-solving, critical thinking, and teamwork skills. <p>3. Work-Based Learning Opportunities:</p> <ul style="list-style-type: none"> • Heritage Academy will actively support work-based learning opportunities for students to engage in meaningful interactions with industry professionals. • These opportunities can include internships, apprenticeships, cooperative education programs, or service learning projects. Students have the chance to work alongside professionals, apply their skills in practical settings, and gain a deeper understanding of their chosen industries. • If appropriate, Heritage Academy may facilitate academic credit for work-based learning experiences, acknowledging the integration of practical skills and knowledge acquired on the job.
--	---

Description 13

Any **other information on how the LEA proposes to use funds to meet the purposes of this grant** and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]

1. Assist schools in identifying and serving gifted and talented students; and
2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Staff/Department	Procedures, Systems, and Policies
Campus Administrators	Heritage Academy is committed to using grant funds to support schools in identifying and serving gifted and talented students. These efforts align with the purposes of the grant and reflect Heritage Academy's commitment to promoting academic excellence and supporting the unique needs of all learners. Heritage Academy proposes to use the funds to meet the purposes of the grant by focusing on the following:



	<p>1. Assisting schools in identifying and serving gifted and talented students:</p> <ul style="list-style-type: none">• Heritage Academy will allocate resources to support the identification and provision of appropriate services for gifted and talented students.• The academy will collaborate with schools to develop and implement comprehensive identification processes that consider various criteria, including test scores, academic performance, teacher recommendations, and other relevant factors.• Once identified, Heritage Academy will work with schools to offer differentiated instruction, enrichment activities, accelerated coursework, and specialized programs to meet the unique learning needs of gifted and talented students.• Professional development opportunities will be provided for teachers to enhance their understanding of gifted education strategies and instructional techniques to effectively support and challenge these students.
--	--