

Heritage Academy Charter Schools

District Improvement Plan

2024-2025



HERITAGE
A C A D E M Y TM

Public Presentation Date: July 19, 2024

Mission Statement

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

Vision

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

Value Statement

Through an environment of academic excellence that reflects honor, kindness, and scholarship, Heritage Academy promotes an atmosphere that affords each student the self-determination and resources to engage in experiences that expand their boundless capacity for academic and social growth.

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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.	24
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.	25
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.	28
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 2024-2025. 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.	30
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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.

Heritage Academy Charter School District serve a high rate of economically disadvantaged students. The range of economically disadvantaged students as reported in the SC5000 ESSA consolidated application this year is 90%, making all campuses a priority.

Title I, Part A

All schools within the Heritage Academy District qualify and participate as a schoolwide Title I school. The schools receive per pupil funds based on the number of students who are economically disadvantaged. Title I, Part A funds are allocated to each campus and provide additional instructional support to improve academic achievement. The personnel work directly with the curriculum and instruction and serve every school in the school district.

Title II, Part A

Heritage Academy Charter School District places a focus on the implementation of comprehensive support and improvement activities for those identified schools in need of Improvement in accordance with the TEA Statutory Requirement. Those identified schools also receive funds from Title I, Part A and the School Improvement Grant. Title II funds at the campus level are allocated to personnel who support teachers and principals in order to improve the quality of instruction and ensure equity of educational opportunity for all students. Schools identified as in need of improvement are prioritized by conducting regularly scheduled campus meetings and related feedback from relevant stakeholders.

Title IV, Part A

Heritage Academy Charter School District utilizes funds in accordance with the program guidelines and allocates funds at the district level for the same reason as in Title II, Part A. Safety and health remain a top priority and services and programs are funded to elevate our commitment. A well-rounded education is important for this student population and funds are allocated to increase the integration of fine arts in to the core content areas.

Demographics

Demographics Summary

DATA Source PIEMS (March 2024)

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 2022-2023)

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 crucial for the success of any family and community involvement initiative. Various electronic and printed communication tools allow stakeholders to 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. Effective communication strategies can engage and empower stakeholders 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, including college nights, math and reading nights, and cultural celebration festivals.

District Processes & Programs Strengths

The District manages several online programs, including Websmart, Savvas, DMAC, MAP, Edmentum, Second Step, Bright Thinker, 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 SAFE I & II, SPED, and Title I, II, III, & IV to supplement state funding for district and campus-wide programs and operations. These funds provide health/safety services/resources/equipment and additional instructional support for teachers and student groups who require extra help in core subject areas, such as tutoring, computer-assisted instruction, intervention classes, professional development, and parental involvement activities.

The District allocates Title II funds to provide supplementary professional development services to support effective instruction in core subject areas related to high academic state standards for at-risk student populations. Training is provided on the campuses and at the Region 20 Education Service Center through In-person or Zoom sessions, educator workshops, and contracted subject-specific PD coaches. 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 supplements the costs of resources to support instruction for ESL students. The District receives Title IV funds and supplements 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 disabilities, as required by federal and state laws regarding special education.

All federal grants and state funds awarded to Heritage Academy supplement, implement, and prioritize district academic performance goals/strategies to address student engagement/achievement, staff development and effectiveness, health and safety measures, 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

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- T-TESS data

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: 2023-2024 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
 No Progress  Accomplished  Continue/Modify  Discontinue			

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
			

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>	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
 No Progress  Accomplished  Continue/Modify  Discontinue			


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 academically, 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 disciple 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</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
			

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;"> <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 2024-2025. 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>			


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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> <p>Staff Responsible for Monitoring: Campus Administrators District Administrators Title I Staff</p>	Formative		
	Nov	Feb	June

 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 2024-2025. 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
			

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, annual campus-level student performance-based reports (such as Federal Report Cards), state and local student assessment data for the 2023-2024 school year (including STAAR and Benchmarks), district and campus-level analyses of curriculum resources, instructional support programs (such as 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 Teachers 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>
Dr. Royce Sullivan	Title I Teacher	Title I	1
Velma Valdez	Title I Teacher	Title I	1

District Needs Assessment Committee

Committee Role	Name	Position
Non-classroom Professional	Tiffany Branford	Teacher
District-level Professional	Orlando De Los Santos	Federal Grant Manager
District-level Professional	Melissa Cortez	Special Education Director
Curriculum & Assessment	Brian Neuman	District Curriculum & Assessment Coordinator
Administrator	Maria Correa	Campus Administrator
District-level Professional	Derrick Armstead	Vice President of Operations

District Improvement & Planning Committee

Committee Role	Name	Position
Support Staff	Iris Perales	School Counselor
Teacher	Charles Brierty	ESL/CTE Teacher
Administrator	Roberto Lara	Campus Administrator
Administrator	Carol Mireles	Campus Administrator
Parent	Sakina Babijide	Parent Representative
Administrator	Raye Lynn White	Campus Administrator
District-level Professional	Orlando De Los Santos	Federal Grant Manager
District-level Professional	Melissa Cortez	SPED Director
District-level Professional	Brian Neuman	Curriculum & Assessment Coordinator
Administrator	Maria Correa	Principal
District-level Professional	Derrick Armstead	Vice President of Operations