

Heritage Academy Charter Schools
Heritage Academy of San Antonio
2019-2020 Campus Improvement Plan



HERITAGE
A C A D E M Y TM

Board Approval Date: June 7, 2019
Public Presentation Date: June 7, 2019

Mission Statement

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

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Needs Assessment Overview

A review of Adequate Yearly Progress, TAPR, Parent involvement, and campus collected data for Heritage Academy Charter Schools reveals that the campus will continue to work to develop grade level skills in literacy, writing, and mathematics. Specific opportunities for parents to become involved with activities, will continue to be a goal to gain additional support for our academic efforts. A campus-wide writing initiative in support of the district writing goals will be implemented; along with the use of a research based programs to support.

Demographics

Demographics Summary

Student Information

The campus had a total of 52 students in 2018-2019.

Total Number	52
of Students	
Gender	
Females	36.54%
Males	63.46%
5th	34.6%
6th	65.3%
Race	
African American	40.38%
Two or more races	7.69%
White	51.92%
Ethnicity	
Hispanic/Latino	48.08%
Not Hispanic/Latino	51.92%
Eco Disadvantaged	88.46%
ELL	7.69%
At-Risk	78.85%
Sped	7.69%
Gifted Talented	3.85%

Staff Information

There were 5 staff members in 2018-2019. This includes 4 teachers and 1 teacher assistant.

Gender: 80% Female and 20% Male.

Ethnicity: 80% African-American and 20% Hispanic.

Educational level of teachers is as follows: 75% have Bachelor's degrees and 25% have Master's degrees.

Years of teaching experience: 25% beginning teacher 0-1 year, 25% with 1-5 years, ---with 6-10 years, 25% with 11-20 years. and with over 20 years experience 0%

Demographics Strengths

Staff is diverse, highly-qualified, and committed to school improvement efforts.

Student body is diverse and the teacher to student ratio has been at 1:25.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student organizations recommended to increase student input. **Root Cause:** Minimal student representation and opportunities for leadership development activities.

Student Academic Achievement

Student Academic Achievement Summary

Heritage Academy of San Antonio uses MAP, DMAC, Reading Horizons, and Imagine Math assessment resources and STAAR reports to gather data throughout the year. In addition, the campus Site Based Committee reviews the Texas Academic Performance Reports for additional campus, district, and state comparisons. All administrators and teachers are expected to use MAP & DMAC to identify specific objectives indicated as improvement required areas in subject areas, grade levels, and individual student performance. Based on the 2018 STAAR, measurable curriculum strengths are evident.

Student Academic Achievement Strengths

All students continue to show consistent growth in reading and math. The use of instructional technology resources continues to positively impact student achievement in reading and math.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: A high percentage of economically disadvantaged and At Risk students in grades 5 and 6 did not meet state standards. **Root Cause:** Economically disadvantage and At Risk students lack educational background experiences at home.

Problem Statement 2: Empowering math teachers to analyze data, develop PLCs, and design engaging math lessons. **Root Cause:** Math teachers must increase proficiency in tracking student's academic performance.

School Processes & Programs

School Processes & Programs Summary

The campus maintains academic, athletic, and enrichment programs for all students through engagement of parent, community, and professional resources. Technology applications are an integral part of the academic program that affords parents, students, and teachers to engage supplemental support in reading and mathematics.

School Processes & Programs Strengths

Through systemic processes that support students identified as At-Risk, ESL, GT, SPED, CTE, 504/dyslexia, Migrant, as well as, homeless and foster care, the campus provides student supports, parent involvement opportunities, and professional development activities for teachers and staff. Program outcomes demonstrate a consistent increase in student progress and parent involvement as evidenced through state assessments, surveys, and social media feedback.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers require more training and experience in utilizing instructional technology resources with fidelity. **Root Cause:** Increased usage of instructional technology resources requires more training and experience for some teachers and staff.

Perceptions

Perceptions Summary

Families that are new to the campus are given a welcome packet along with a campus tour to inform them of campus procedures and other information. Frequent communication in both English and Spanish occurs to keep families informed of school events. In addition to posting school events on Facebook and Instagram for our families and community. We offer many opportunities for our families and community to get involved in their student's education.

The following is a list of opportunities for our families and community to get involved in:

- Meet the Teacher Night
- Daily morning presentations
- Teacher/parent/student meetings
- Football events
- Basketball events
- Volleyball events
- Music events
- Track event
- Art events
- Scholastic Book Week
- Red Ribbon week
- Autism week
- Pennies for Pasta
- Hoops for Heart
- Technology guidance for parents
- Award ceremony
- Fire Prevention week
- Athletic Award Banquet

Perceptions Strengths

- Parent communication is frequent in English, Spanish, and other native languages as required
- Opportunities for parent involvement in school are frequent
- Well-trained and culturally responsive staff

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increased student enrichment opportunities for students is recommended. **Root Cause:** Inadequate resources to sustain enrichment program for after school activities and regional competitions.

Priority Problem Statements

Problem Statement 1: Additional professional development for teachers.

Root Cause 1: In-house training compared to online training.

Problem Statement 1 Areas: Technology

Problem Statement 2: A high percentage of economically disadvantaged and At Risk students in grades 5 and 6 did not meet state standards.

Root Cause 2: Economically disadvantage and At Risk students lack educational background experiences at home.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Empowering math teachers to analyze data, develop PLCs, and design engaging math lessons.

Root Cause 3: Math teachers must increase proficiency in tracking student's academic performance.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: A structure for teacher goal-setting, evaluation, feedback and continuous support is needed to help teachers value the evaluation system.

Root Cause 4: Teachers are still learning the curriculum and supplemental computer applications.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Teachers require more training and experience in utilizing instructional technology resources with fidelity.

Root Cause 5: Increased usage of instructional technology resources requires more training and experience for some teachers and staff.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals

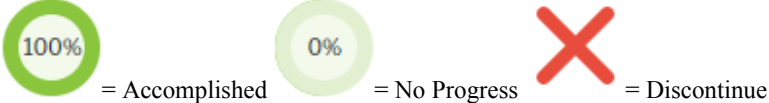
Goal 1: All students will engage in instructional technology resources and participate in academic support programs aligned with core curriculum by the end of June 2020.

Performance Objective 1: Deliver a rigorous and relevant curriculum using instructional strategies designed to engaged learners.

Evaluation Data Source(s) 1:

- Benchmarks
- Progress Reports
- Classroom walkthroughs

Summative Evaluation 1:

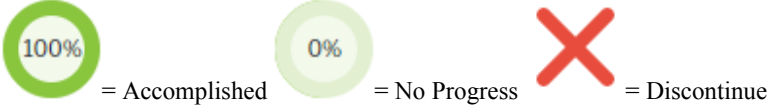
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy 1) Monitor Imagine Math and Reading Horizons weekly progress reports on all students, in addition to monitoring forms for all ELL student folders.	2.4, 2.5, 2.6	ESL Teacher All Teachers	Completed ELL student folders			
Comprehensive Support Strategy 2) Provide ELPS training to all teachers to improve ELL performance	2.4, 2.5, 2.6, 3.2	ESL Teacher All Teachers	Teacher Survey			
Comprehensive Support Strategy 3) Increase staff participation in coaching opportunities to effectively integrate technology with literacy and whole child initiatives.	2.4, 2.5, 2.6, 3.1	Instructional Staff Administrators	STAAR PDMAS			
						

Goal 1: All students will engage in instructional technology resources and participate in academic support programs aligned with core curriculum by the end of June 2020.

Performance Objective 2: Integrate digital content and tools in meaningful ways to encourage student use of available resources to enhance learning.

Evaluation Data Source(s) 2: Weekly student progress reports

Summative Evaluation 2:

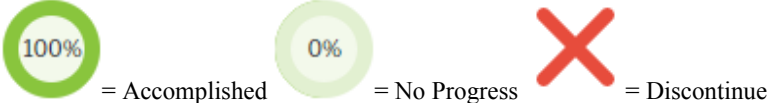
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy 1) Increase technology integration into the learning environment.	2.4, 2.5, 2.6, 3.2	Instructional Teachers Administrators District IT	Decrease in need of Technology/Help Desk Support and repair ticket reports			
Comprehensive Support Strategy 2) Monitor technology support integration through campus-wide teachers and student usage reports.	2.5, 2.6, 3.1, 3.2	Teachers Administration District IT	Instructional student reports DMAC MAP STAAR			
						

Goal 2: 80% of 5th and 6th grade students will achieve the meets grade level performance standard for reading by the end of June 2020..

Performance Objective 1: Deliver strong core instruction to all students in the area of reading.

Evaluation Data Source(s) 1: Benchmarks
 DMAC
 MAP
 Walkthroughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Comprehensive Support Strategy 1) Reading PLC will develop and implement lesson activities at or higher than rigorous level within the TEKS.	2.4, 2.5, 2.6, 3.2	Administrators Instructional Staff	EOY Teacher Observations			
Comprehensive Support Strategy 2) PLC will focus in deconstructing SES, and creating common assessments through DMAC, planning common lessons using DMAC to analyze DATA, then reteaching and reassessing students as needed.	2.4, 2.5, 2.6, 3.2	Administrators Instructional Staff Title 1 Teacher Reading Consultant	STAAR Teacher surveys Program evaluation			
						

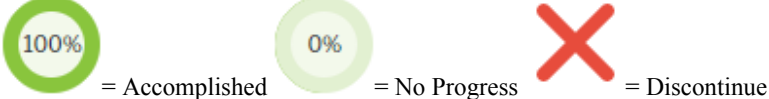
Goal 3: 70% of 5th and 6th grade students will achieve the meets grade level performance standard for mathematics by the end of June 2020..

Performance Objective 1: Deliver strong core instruction to all students in the area of mathematics.

Evaluation Data Source(s) 1: Benchmarks

- DMAC
- MAP
- Walkthroughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Comprehensive Support Strategy 1) Implement PLCs that supports best practices in math, instruction and assessments and allow for collaborative planning, reflective learning, mentoring, and coaching.</p>	2.4, 2.5, 2.6, 3.2	Administrators Instructional staff	EOY Teacher Observations			
<p>Comprehensive Support Strategy 2) PLC will focus in deconstructing SES, and creating common assessments through DMAC, planning common lessons using DMAC to analyze DATA, then reteaching and reassessing students as needed.</p>	2.4, 2.5, 2.6, 3.2	Administrators All Teachers Title 1 Teacher Math Consultant	STAAR Teacher surveys Program evaluation			
						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Monitor Imagine Math and Reading Horizons weekly progress reports on all students, in addition to monitoring forms for all ELL student folders.
1	1	2	Provide ELPS training to all teachers to improve ELL performance
1	1	3	Increase staff participation in coaching opportunities to effectively integrate technology with literacy and whole child initiatives.
1	2	1	Increase technology integration into the learning environment.
1	2	2	Monitor technology support integration through campus-wide teachers and student usage reports.
2	1	1	Reading PLC will develop and implement lesson activities at or higher than rigorous level within the TEKS.
2	1	2	PLC will focus in deconstructing SES, and creating common assessments through DMAC, planning common lessons using DMAC to analyze DATA, then reteaching and reassessing students as needed.
3	1	1	Implement PLCs that supports best practices in math, instruction and assessments and allow for collaborative planning, reflective learning, mentoring, and coaching.
3	1	2	PLC will focus in deconstructing SES, and creating common assessments through DMAC, planning common lessons using DMAC to analyze DATA, then reteaching and reassessing students as needed.

State Compensatory

Personnel for Heritage Academy of San Antonio:

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A review of Adequate Yearly Progress, TAPR, Parent involvement, and campus collected data for Heritage Academy Charter Schools reveals that the campus will continue to work to develop grade level skills in literacy, writing, and mathematics. Specific opportunities for parents to become involved with activities, will continue to be a goal to gain additional support for our academic efforts. A campus-wide writing initiative in support of the district writing goals will be implemented; along with the use of a research based programs to support.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders present in the school, administrators (including administrators of programs described in other parts of this title).

Name	Position	Email	Role
Eric Davis	Principal	edavis@heritageacademy.net	Administrator
Robert Lara	Assistant principal	rlara@heritageacademy.net	Administrator
Monica Schnaubelt	Title 1 Teacher	mschnaubelt@heritageacademy.net	Classroom Teacher
Charles Brierty	ESL Coordinator	cbrierty@heritageacademy.net	Classroom Teacher
Latondra Nelson	Middle School Teacher	lnelson@heritageacademy.net	Classroom Teacher
Darlene Smith	Elementary School Teacher	dsmith@heritageacademy.net	Classroom Teacher
Linda Miller	Special Education Inclusion Teacher	lmiller@heritageacademy.net	Classroom Teacher
E. Boyle-Contreras	Parent		Parent
N. Escobar	Parent		Parent

2.2: Regular monitoring and revision

All administration and instructional staff will engage in on-going monitoring, assessment, and evaluation of student growth, instructional, and support programs and processes, and revise plans and goals accordingly, when necessary to ensure school success. The campus will report progress to all stakeholders through all available communication resources available per federal, state, and local requirements.

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

All written communications concerning school events, activities, notifications, and progress reporting for parents/guardians and other stakeholders will be communicated in English and other languages as required, with respect to the needs of school community members.

2.4: Opportunities for all children to meet State standards

All students will be afforded an opportunity to access quality educational instruction, curriculum, and resources that promote student achievement, school equity, cultural awareness and sensitivity, and student wellness. Academic opportunities and support to meet and exceed state standards will be provided to all students.

2.5: Increased learning time and well-rounded education

Opportunities for increased academic support and enrichment will be provided for all students through Saturday school, Summer school, and in-school/after-school programs to increase student achievement.

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

All at-risk students will be provided academic support and access to specific programs that may be necessary to address individual needs and/or disabilities. Professional development will be provided for teachers and administrators to support the curriculum needs for students targeted for intervention and support. Parents will be invited to participate in planning and decision making activities, as well as informed of student progress through early intervention program and processes.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Campus shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.

- Provide community engagement opportunities for parents, students, and staff to promote student academic performance
- Conduct parent information sessions to communicate student engagement activities
- Implement parent booster club

The Campus will continue strengthening Parent and Family Engagement by utilizing many resources such as:

- Facebook
- Instagram
- Remind
- Call Alert
- District Website
- Event Flyers

- School-Community Board

3.2: Offer flexible number of parent involvement meetings

1. The campus will take the following actions to involve parents in the joint development of its school Parent and Family Engagement plan under section 1116(a)(1) of ESSA:

Parents will be involved in planning meetings, scheduled Title 1 Annual meeting, Title 1 planning meetings, PTA meetings, parent-teacher meetings, Title 1 testing meetings, and Title 1 core content workshops. They will be invited to these meetings at least 10 days in advance via dated communications: mailed newsletter, flyers sent home with students, website, marquee, and calling post calls.

2. The campus will take the following actions to involve parents in the process of school review and improvement under section 1116 of ESSA:

All parents are provided the opportunity to review and revise the policy and Schoolwide Plan at the Title 1 Annual Meeting. At the annual meeting, the following documentation is used to verify that parents provided input and suggestions: meeting notes, surveys, program evaluations, and sign in sheets. All stakeholders are provided the opportunity to provide input at the Title 1 Annual Meeting. Additional meetings are held if requested by parents.

3. The campus will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional Parent and Family Engagement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

Parents will be invited to these meetings at least 10 days in advance via dated communications: mailed newsletter, flyers sent home with students, website, marquee, and calling post calls. In order to meet the needs of the parents and provide parents with information, we will offer at least two Title 1 meetings throughout the school year at different times. One of the meetings will be the Annual Title I Meeting to explain what the Title 1 program will entail at our school. Other meetings will be held throughout the week in mornings and/or evenings.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Monica Schnaubelt	Title 1 Teacher	Title 1	1.0