

**Heritage Academy Charter Schools**  
**Heritage Academy of San Antonio**  
**Improvement Plan**

**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



**HERITAGE**  
**A C A D E M Y <sup>TM</sup>**

**Public Presentation Date: June 10, 2020**

# 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

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

<b>Total Number of Students</b>	<b>52</b>
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

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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 Learning

## Student Learning 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 Learning 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 Learning Needs

**Problem Statement 1 (Prioritized):** 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 (Prioritized):** 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 (Prioritized):** 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 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 Learning

**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 Learning

**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

## Accountability Data

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

## 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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)
- 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
- Dyslexia Data

## Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

## Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

# 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 2021.





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

**Evaluation Data Sources:**





Benchmarks  
Progress Reports  
Classroom walkthroughs

**Summative Evaluation:** None




**Strategy 1:** Monitor Imagine Math and Reading Horizons weekly progress reports on all students, in addition to monitoring forms for all ELL student folders.

<b>Strategy's Expected Result/Impact:</b> Completed ELL student folders	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> ESL Teacher All Teachers	Nov 
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6	
<b>TEA Priorities:</b> None	Feb
<b>ESF Levers:</b> None	
<b>Comprehensive Support Strategy</b>	June 
	<b>Summative</b>
	June

**Strategy 2: Provide ELPS training to all teachers to improve ELL performance**

<p><b>Strategy's Expected Result/Impact:</b> Teacher Survey</p>	<p><b>Formative</b></p>
<p><b>Staff Responsible for Monitoring:</b> ESL Teacher All Teachers</p>	<p><b>Nov</b> </p>
<p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p>	<p></p>
<p><b>TEA Priorities:</b> None</p>	<p><b>Feb</b></p>
<p><b>ESF Levers:</b> None</p>	<p></p>
<p><b>Funding Sources:</b> None</p> <p><b>Comprehensive Support Strategy</b></p>	<p><b>June</b> </p>
	<p><b>Summative</b></p>
	<p><b>June</b></p>

**Strategy 3:** Increase staff participation in coaching opportunities to effectively integrate technology with literacy and whole child initiatives.

<b>Strategy's Expected Result/Impact:</b> STAAR PDMAS	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Instructional Staff Administrators	<b>Nov</b> 
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1	<b>Feb</b>
<b>TEA Priorities:</b> None	
<b>ESF Levers:</b> None	<b>June</b>
<b>Comprehensive Support Strategy</b>	 <b>Summative</b> <b>June</b>




 No Progress    
  Accomplished    
  Continue/Modify    
  Discontinue






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

**Evaluation Data Sources:** Weekly student progress reports


**Summative Evaluation:** None


<b>Strategy 1:</b> Increase technology integration into the learning environment.	
<b>Strategy's Expected Result/Impact:</b> Decrease in need of Technology/Help Desk Support and repair ticket reports	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Instructional Teachers Administrators District IT	<b>Nov</b> 
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2	<b>Feb</b> 
<b>TEA Priorities:</b> None	<b>June</b> 
<b>ESF Levers:</b> None	
<b>Comprehensive Support Strategy</b>	<b>Summative</b>
	<b>June</b>

**Strategy 2:** Monitor technology support integration through campus-wide teachers and student usage reports.

<p><b>Strategy's Expected Result/Impact:</b> Instructional student reports DMAC MAP STAAR</p> <hr/> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration District IT</p> <hr/> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6, 3.1, 3.2</p> <hr/> <p><b>TEA Priorities:</b> None</p> <hr/> <p><b>ESF Levers:</b> None</p> <hr/> <p><b>Comprehensive Support Strategy</b></p>	<p><b>Problem Statements:</b> None</p> <hr/> <p><b>Funding Sources:</b> None</p>	<b>Formative</b>
		Nov
		
		Feb
		
June		
		
		<b>Summative</b>
		June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 2:** 80% of 5th and 6th grade students will achieve the meets grade level performance standard for reading by the end of June 2021..

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





**Evaluation Data Sources:** Benchmarks

DMAC




MAP

Walkthroughs

**Summative Evaluation:** None

<b>Strategy 1:</b> Reading PLC will develop and implement lesson activities at or higher than rigorous level within the TEKS.		
<b>Strategy's Expected Result/Impact:</b> EOY Teacher Observations		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators Instructional Staff		<b>Nov</b> 
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2	<b>Problem Statements:</b> None	
<b>TEA Priorities:</b> None	<b>Funding Sources:</b>	<b>Feb</b>
<b>ESF Levers:</b> None	None	
<b>Comprehensive Support Strategy</b>		<b>June</b> 
		<b>Summative</b>
		<b>June</b>

**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><b>Strategy's Expected Result/Impact:</b> STAAR Teacher surveys Program evaluation</p>	<b>Formative</b>
<p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Staff Title 1 Teacher Reading Consultant</p>	<p><b>Nov</b> </p>
<p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p>	<p><b>Feb</b> </p>
<p><b>TEA Priorities:</b> None</p>	<p><b>June</b></p>
<p><b>ESF Levers:</b> None</p>	<p></p>
<p><b>Comprehensive Support Strategy</b></p>	<p><b>Summative</b> <b>June</b></p>




 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 3:** 70% of 5th and 6th grade students will achieve the meets grade level performance standard for mathematics by the end of June 2021.




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

**Evaluation Data Sources:** Benchmarks  
DMAC  
MAP  
Walkthroughs

**Summative Evaluation:** None

<b>Strategy 1:</b> Implement PLCs that supports best practices in math, instruction and assessments and allow for collaborative planning, reflective learning, mentoring, and coaching.	
<b>Strategy's Expected Result/Impact:</b> EOY Teacher Observations	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Administrators Instructional staff	<b>Nov</b> 
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2	<b>Feb</b> 
<b>TEA Priorities:</b> None	<b>June</b> 
<b>ESF Levers:</b> None	
<b>Comprehensive Support Strategy</b>	<b>Summative</b>
	<b>June</b>

**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><b>Strategy's Expected Result/Impact:</b> STAAR Teacher surveys Program evaluation</p>	<b>Formative</b>
<p><b>Staff Responsible for Monitoring:</b> Administrators All Teachers Title 1 Teacher Math Consultant</p>	<p>Nov </p>
<p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2</p>	<p>Feb </p>
<p><b>TEA Priorities:</b> None</p>	<p>June </p>
<p><b>ESF Levers:</b> None</p>	
<p><b>Comprehensive Support Strategy</b></p>	<p><b>Summative</b> June</p>

**Problem Statements:** None

**Funding Sources:**  
None

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# 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
Elizabeth Boyle-Contreras	Parent	eboylecontreras@icloud.com	Parent
Nicole Escobar	Parent	nikola.hortaesco@gmail.com	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

# Addendums