

Heritage Academy Charter Schools
Heritage Academy of San Antonio
2021-2022 Campus Improvement Plan



HERITAGE
A C A D E M Y TM

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

Demographics

Demographics Summary

Student Information

The campus had a total of 14 students in 2020-2021. (Source: Websmart)

Total Number	20	(Source: TAPR 2019-2020)
of Students		
Gender		
Females	50.0%	
Males	50.0%	
6th	100%	
Race		
African American	9.2%	
Two or more races	2.7%	
White	8.2%	
Ethnicity		
Hispanic	78.7%	
Am. Indian	.5%	
Asian	.5%	
Pacific Islander	.3%	
Eco Disadvantaged	59.9%	
ELL	5.0%	
At-Risk	95.0%	
Sped	5.0%	
Gifted Talented	0%	

Staff Information

There were 3.2 professional staff members in 2019-2020. This includes 2.1 teachers, .3 professional support, .7 campus administrator, 1 Instructional

assistant, and 1 part-time counselor.

Gender: 1.3% Female and .8% Male.

Ethnicity: 1.1% African-American and 0% Hispanic.

Educational level of teachers is as follows: .7% have Bachelor's degrees and 1.5% have Master's degrees.

Years of teaching experience: .1% beginning teacher 0-1 year, .2% with 1-5 years, .6 with 6-10 years, 1.0% with 11-20 years. and with over 20 years experience .3%

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 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

- 2019-2020 Texas Academic Performance Report
- (TAPR) data Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- (STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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

- 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 2022.

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

Evaluation Data Sources: Benchmarks

Savvas Realize

Zoom

Progress Reports

Classroom walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Monitor Savvas Realize weekly progress reports on all students, in addition to monitoring forms for all ELL student folders.</p> <p>Strategy's Expected Result/Impact: Completed ELL student folders</p> <p>Staff Responsible for Monitoring: ESL Teacher All Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide ELPS training to all teachers to improve ELL performance</p> <p>Strategy's Expected Result/Impact: Teacher Survey</p> <p>Staff Responsible for Monitoring: ESL Teacher All Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Increase staff participation in coaching opportunities to effectively integrate technology with literacy and whole child initiatives.</p> <p>Strategy's Expected Result/Impact: STAAR PDMAS</p> <p>Staff Responsible for Monitoring: Instructional Staff Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June

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 2022.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase technology integration into the learning environment. Strategy's Expected Result/Impact: Decrease in need of Technology/Help Desk Support and repair ticket reports Staff Responsible for Monitoring: Instructional Teachers Administrators District IT Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Monitor technology support integration through campus-wide teachers and student usage reports. Strategy's Expected Result/Impact: Instructional student reports DMAC MAP STAAR Savvas Realize Staff Responsible for Monitoring: Teachers Administration District IT Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June

Goal 2: 50% of 6th grade students will achieve the meets grade level performance standard for reading by the end of June 2022.

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

Evaluation Data Sources: Benchmarks
 DMAC
 MAP
 Savvas Realize
 Walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading PLC will develop and implement lesson activities at or higher than rigorous level within the TEKS. Strategy's Expected Result/Impact: EOY Teacher Observations Staff Responsible for Monitoring: Administrators Instructional Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>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. Strategy's Expected Result/Impact: STAAR Teacher surveys Program evaluation Staff Responsible for Monitoring: Administrators Instructional Staff Title 1 Teacher Reading Consultant Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June

Goal 3: 50% of 6th grade students will achieve the meets grade level performance standard for mathematics by the end of June 2022.

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

Evaluation Data Sources: Benchmarks
 DMAC
 MAP
 Savvas Realize
 Walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement PLCs that supports best practices in math, instruction and assessments and allow for collaborative planning, reflective learning, mentoring, and coaching.</p> <p>Strategy's Expected Result/Impact: EOY Teacher Observations</p> <p>Staff Responsible for Monitoring: Administrators Instructional staff</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>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> <p>Strategy's Expected Result/Impact: STAAR Teacher surveys Program evaluation</p> <p>Staff Responsible for Monitoring: Administrators All Teachers Title 1 Teacher Math Consultant</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy</p>	Formative		
	Nov	Feb	June

Goal 4: Campus administrators will be trained in Texas Teacher Evaluation and Support System (T-TESS) to effectively support teachers in their professional growth in the classroom by the end of the 2021-2022 academic year.

Performance Objective 1: Administrators will focus on continuous classroom walkthroughs in a timely manner, and provide feedback to teachers so they can improve teaching practices.

Evaluation Data Sources: Weekly walkthroughs

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement weekly walkthroughs that guide and support best teaching practices by providing immediate feedback to teachers.</p> <p>Strategy's Expected Result/Impact: Walkthroughs BOY evaluations EOY evaluations</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Data gathered during walkthroughs will be used to prepare lesson plans and present a quality curriculum.</p> <p>Strategy's Expected Result/Impact: Walkthroughs Lesson Plans</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2</p>	Formative		
	Nov	Feb	June

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Monitor Savvas Realize 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 Personnel

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

A Site Based Committee

Committee Role	Name	Position
Administrator	Eric Davis	Principal
Administrator	Robert Lara	Assistant principal
Classroom Teacher	Sakina Babajide	Teacher

Addendums