

**Heritage Academy Charter Schools**  
**Heritage Academy of Windcrest**  
**2021-2022 Campus Improvement Plan**



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

# 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.

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	12
Goal 1: 90% of students will participate in instructional technology and academic support programs aligned with core curriculum by the end of June 2022.	13
Goal 2: 50% of 3rd-5th grade students will achieve the meets grade level performance standard for reading by the end of June 2022.	15
Goal 3: 50% of 3rd-5th grade students will achieve the meets grade level performance standard for math by the end of June 2022.	16
Goal 4: All teachers and instructional support staff will be trained in targeted instruction and intervention strategies across subject areas throughout and by the end of the 2021-2022 academic year.	17
Goal 5: 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.	18
Comprehensive Support Strategies	19
Additional Targeted Support Strategies	20
Title I Personnel	21
A Site Based Committee	22
Addendums	23

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

### Student Information

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The campus had a total of 121 students in 2020-2021 (Source:Websmart).

<b>Total Number of Students</b>	<b>196</b>	(Source: TAPR 2019-2020)
Gender		
Female	48.5%	
Male	51.5%	
Pre-Kinder	10.2%	
Kindergarten	20.4%	
Grade 1	15.3%	
Grade 2	18.4%	
Grade 3	13.3%	
Grade 4	11.2%	
Grade 5	11.2%	
Race		
African American	23.5%	
White	12.2%	
Asian	1.5%	
Pacific Islander	1.0%	
2 or more Races	9.2%	
Ethnicity		
Hispanic	52.6%	
Eco Disadvantaged	86.7%	
ELL	6.1%	
At-Risk	95.9%	
Sped	12.8%	

<b>Total Number</b>	<b>196</b>
<b>of Students</b>	
Gifted	2.6%

## Staff Information

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There were 15.7 professional staff members in 2019-2020. This included .7 administrator, professional support .3, 14.7 teachers, 2.1 instructional aides, and 1 part-time counselor.

Teacher ethnicity: 26.6% African-American, 32.5% Hispanic, and 40.9% White.

Gender: 83.8% Female and 16.2% Male

The education of teachers is as follows: 61.5% have Bachelor's degrees, 38.5% have Masters degrees.

Teachers by years of experience, there are 14.5% beginning teachers, 21.1% with 1-5 years, 24.7% with 6-10 years, 31.0% with 11-20 years, and 8.7% with over 20 years' experience.

## Demographics Strengths

The campus staff is diverse and represents the diversity of the student body. The teachers are trained to analyze Data and use information in their lesson presentations. The staff has a strong commitment to academic excellence and character development. The teacher to student ratio has been at 10:1 or lower in some classrooms.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Teachers lack understanding of child find policy and requirements for engaging protocols for timely referral of students suspected of having a disability.

**Root Cause:** Inconsistent understanding of early intervention and referral procedures for students suspected of having a disability.

# Student Learning

## Student Learning Summary

Heritage Academy of Windcrest uses MAP and DMAC assessment resources to gather information from STAAR reports and benchmark testing data throughout the year. In addition, the campus Site Based Committee reviews the Texas Academic Performance Reports for additional state, district, and campus 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 current STAAR, measurable curriculum strengths are evident.

## Student Learning Strengths

The campus provides instructional technology resources and programs to improve student access to curriculum supports in effort to increase student achievement in reading, mathematics, writing, science, and social studies. Instructional technology programs continue to effectively support students in special programs (SPED, ESL, GT, & 504/Dyslexia).

An RTI Coordinator will ensure compliance with federal and state requirements of RTI and to improve student achievement. In response to the current student achievement data, a Title I teacher and Academic Specialists in reading and math, as well as, a writing consultant have been added to provide services to the at-risk and academically struggling students. The RTI coordinator serves the campuses and is instrumental in ensuring that students in need of additional instructional and/or behavioral interventions are provided with sound interventions using weekly progress measures (i.e., TOTAL System, Reading Horizons, and Imagine Math) with fidelity prior to determining if a referral to a special program such as dyslexia or special education is necessary.

The campus provides technology support and continues training teachers and staff with computers and computer applications and increase wireless access and bandwidth where needed. Safety and security measures involving technology resources are also being considered for the 2021-2022 SY.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Foundational grade levels 1st-4th grade need training and support writing curriculum and instruction.. **Root Cause:** The absence of writing resources and viable professional development opportunities.

**Problem Statement 2 (Prioritized):** A high percentage of economically disadvantaged and At Risk students in grades 3-4 did not meet state standards. **Root Cause:** Economically disadvantage and At Risk students lack educational background experiences at home.

**Problem Statement 3 (Prioritized):** Empowering math teachers to breakdown data, develop PLCs, and design engaging math lessons. **Root Cause:** Math teachers need to increase proficiency in tracking student's academic performance.

**Problem Statement 4 (Prioritized):** Students identified as GT lack opportunity for real world experiences and application of project-based activities. **Root Cause:** Limitations of planned curriculum, community partnerships, and resources for field trip activities.

**Problem Statement 5:** Teachers experience difficulties with disruptive classroom behavior and IEP program specifics for students with exceptional needs. **Root Cause:**

Teachers and support staff require training regarding behavior strategies and approaches for developing and implementing behavior intervention plans for students with disabilities.

# 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:** First year teachers require a consistent mentoring and teacher support program. **Root Cause:** Classroom management and best practices for student engagement is required for first year teachers.

**Problem Statement 2 (Prioritized):** Parent involvement activities for all students needs to be expanded. **Root Cause:** Parent involvement committees for students in special programs, including GT & CTE are recommended.



# 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 events
- Art events
- Scholastic Book Week
- Red Ribbon week
- Cultural Float Parade
- Autism week
- Pennies for Pasta
- Hoops for Heart
- Technology guidance for parents
- Award ceremony
- Fire Prevention week
- Athletic Award Banquet
- Kindergarten graduation

## Perceptions Strengths

- Parent communication in English, Spanish, and other 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:** Administrators and teachers lack awareness training and access to sec. 504 policies and procedures regarding expectations/accountability for supporting students with 504/dyslexia disabilities. **Root Cause:** Inadequate training, communication, and dissemination of updated 504/dyslexia policies and procedures for administrators and teachers concerning students with section 504/dyslexia concerns.

# Priority Problem Statements

**Problem Statement 2:** Foundational grade levels 1st-4th grade need training and support writing curriculum and instruction..

**Root Cause 2:** The absence of writing resources and viable professional development opportunities.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** A high percentage of economically disadvantaged and At Risk students in grades 3-4 did not meet state standards.

**Root Cause 3:** Economically disadvantage and At Risk students lack educational background experiences at home.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Empowering math teachers to breakdown data, develop PLCs, and design engaging math lessons.

**Root Cause 4:** Math teachers need to increase proficiency in tracking student's academic performance.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 6:** Students identified as GT lack opportunity for real world experiences and application of project-based activities.

**Root Cause 6:** Limitations of planned curriculum, community partnerships, and resources for field trip activities.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Parent involvement activities for all students needs to be expanded.

**Root Cause 7:** Parent involvement committees for students in special programs, including GT & CTE are recommended.

**Problem Statement 7 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Planning and decision making committee meeting data (Source: Websmart)

## **2021) Accountability Data**

- 2019-2020 Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Student surveys and/or other feedback

## **Employee Data**

- Staff surveys and/or other feedback

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Communications data
- Study of best practices

# Goals

**Goal 1:** 90% of students will participate in instructional technology and academic support programs aligned with core curriculum by the end of June 2022.

**Performance Objective 1:** Integrate digital content and tools into instructional in meaningful ways to encourage student use of available resources to enhance learning.

**Evaluation Data Sources:** Benchmarks

Savvas Realize

Zoom

Amplify Reading

Weekly Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Enhance student learning with increased access to digital tools (available chromebooks) and communicate to parents how tools are being used.</p> <p><b>Strategy's Expected Result/Impact:</b> Completed ELL Student folders</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teacher All Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Ensure teachers and students demonstrate appropriate and safe digital behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher Survey</p> <p><b>Staff Responsible for Monitoring:</b> ESL Teachers All Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

**Goal 1:** 90% of students will participate in instructional technology and academic support programs aligned with core curriculum by the end of June 2022.

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

**Evaluation Data Sources:** Benchmarks, Savvas Realize, Zoom, Amplify Reading, BOY, MOY, EOY results, and Weekly Reports.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide technology support to include training, communication, and development of instructional strategies and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Technology/Help Desk repair and ticket reports</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administrators District IT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Monitor Technology support integration through campus-wide teachers and student usage.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional student reports</p> <p>Benchmarks DMAC MAP</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration District IT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

**Goal 1:** 90% of students will participate in instructional technology and academic support programs aligned with core curriculum by the end of June 2022.

**Performance Objective 3:** Increase link between home and school by providing systemic opportunities for parent engagement.

**Evaluation Data Sources:** Weekly usage reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Provide community engagement opportunities for parents, students, and staff to promote student academic performance.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Staff Parents Students</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1, 3.2 - Comprehensive Support Strategy</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Conduct parent information sessions to communicate student engagement activities (campus updates)</p> <p><b>Strategy's Expected Result/Impact:</b> Parent, student, and teacher surveys Parent-teacher conferences STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Staff Parents</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1, 3.2 - Comprehensive Support Strategy</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

**Goal 2:** 50% of 3rd-5th grade students will achieve the meets grade level performance standard for reading by the end of June 2022.

**Performance Objective 1:** Initiate strategies and instructional supports to implement and monitor reading curriculum and instruction.

**Evaluation Data Sources:** Teacher surveys, admin. feedback, Benchmarks, Measurement of Academic Performance (MAP), and Savvas Realize and Amplify reports.

Strategy 1 Details	Formative Reviews		
<p><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>Staff Responsible for Monitoring:</b> Administrators                      Instructional Staff  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> STAAR                      Teacher survey                      Program evaluation  <b>Staff Responsible for Monitoring:</b> Administrators                      Instructional staff                      Title 1 Teacher                      Reading Consultant  <b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>Additional Targeted Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>



**Goal 3:** 50% of 3rd-5th grade students will achieve the meets grade level performance standard for math 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><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.</p> <p><b>Strategy's Expected Result/Impact:</b> EOY Teacher Observations</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b></p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> STAAR Teacher surveys Program evaluation</p> <p><b>Staff Responsible for Monitoring:</b> Administrators All Teachers Title I</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

**Goal 4:** All teachers and instructional support staff will be trained in targeted instruction and intervention strategies across subject areas throughout and by the end of the 2021-2022 academic year.

**Performance Objective 1:** Implement Savvas Realize curriculum in all grade levels.

**Evaluation Data Sources:** Monitor  
 Savvas Realize professional development  
 Follow up training  
 Walkthroughs

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide training and support to teachers for implementing Savvas Realize, TEKS Resource, Lead4ward strategies and tools. <b>Strategy's Expected Result/Impact:</b> Teacher surveys Program evaluation <b>Staff Responsible for Monitoring:</b> Administration All teachers <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use performance assessments and curriculum based assessments to monitor and evaluate student progress to mastery level.. <b>Strategy's Expected Result/Impact:</b> Teacher surveys Program evaluation <b>Staff Responsible for Monitoring:</b> All staff <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Comprehensive Support Strategy</b>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

**Goal 5:** 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:** T-TESS Certifications  
 Walkthroughs  
 BOY Evaluations  
 EOY Evaluations

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Implement weekly walkthroughs that guide and support best teaching practices by providing immediate feedback to teachers. <b>Strategy's Expected Result/Impact:</b> Weekly walkthroughs <b>Staff Responsible for Monitoring:</b> Administrators <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Data gathered during walkthroughs will be used to prepare lesson plans and present a quality curriculum. <b>Strategy's Expected Result/Impact:</b> Walkthroughs Lesson plans <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Enhance student learning with increased access to digital tools (available chromebooks) and communicate to parents how tools are being used.
1	1	2	Ensure teachers and students demonstrate appropriate and safe digital behavior.
1	2	1	Provide technology support to include training, communication, and development of instructional strategies and resources.
1	2	2	Monitor Technology support integration through campus-wide teachers and student usage.
1	3	1	Provide community engagement opportunities for parents, students, and staff to promote student academic performance.
1	3	2	Conduct parent information sessions to communicate student engagement activities (campus updates)
2	1	1	Reading PLC will develop and implement lesson activities at or higher than rigorous level within the TEKS.
3	1	1	Implement PLCs that supports best practices in math instruction and assessments and allow for collaborative planning, reflective learning, mentoring, and coaching.
4	1	1	Provide training and support to teachers for implementing Savvas Realize, TEKS Resource, Lead4ward strategies and tools.
4	1	2	Use performance assessments and curriculum based assessments to monitor and evaluate student progress to mastery level..

## Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
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.

# 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

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

# Addendums