

**Heritage Academy Charter Schools**  
**Heritage Academy Campus**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: A**



**HERITAGE**  
**A C A D E M Y™**

**Board Approval Date:** July 21, 2022  
**Public Presentation Date:** July 21, 2022

# Mission Statement

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

# Vision

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

# Value Statement

Through an environment of academic excellence that reflects honor, kindness, and scholarship, 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	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: All students will engage in instructional technology resources that are aligned with the core curriculum by the end of June 2023.	14
Goal 2: 50% of 7th and 8th grade students will achieve the meets grade level performance standard for reading by the end of June 2023.	17
Goal 3: 55% of 7th grade and 8th grade students will achieve the meets grade level performance standard for mathematics by the end of June 2023.	19
Goal 4: Campus administration 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 2022-2023 academic year.	21
Title I	22
1. Comprehensive Needs Assessment (CNA)	23
1.1: Comprehensive Needs Assessment	23
2. Campus Improvement Plan	23
3. Annual Evaluation	23
4. Parent and Family Engagement (PFE)	23
5. Targeted Assistance Schools Only	23
A Site Based Committee	23
Title 1	24

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Student Information

---

The campus had a total of 27 students in 2021-2022.

<b>Total Number Students</b>	<b>27</b>
<b>Gender</b>	
Females	40%
Males	60%
7th	56%
8th	44%
<b>Races</b>	
African American	30%
2 or more races	07%
White	63%
<b>Ethnicity</b>	
Hispanic/Latino	52%
Not Hispanic Latino	48%
Eco Disadvantaged	92%
ELL	10.8%
At-Risk	91.9%
Sped	8.1%
Gifted/Talented	5.4%

## Staff Information-Texas Academic Performance Report (TAPR)

---

<b>Total Staff</b>	
Campus Administration	0.8
Professional Support	1.0
Teachers	4.3
Educational Aides	0.3
<b>Counselors</b>	
Full-time Counselors	1.0
<b>Teachers by Ethnicity</b>	
African American	1.7
Hispanic	1.6
White	1.0
<b>Teachers by Gender</b>	
Male	0.5
Female	3.8
<b>Teachers by Highest Degree Held</b>	
Bachelors	3.1
Masters	1.2
<b>Teachers by Years of Experience</b>	
Beginning Teachers	0.4
1-5 Years Experience	1.8
6-10 Years Experience	0
11-20 Years Experience	1.6
21-30 Years Experience	0.4

### **Demographics Strengths**

The teachers are trained to analyze data and use the information to drive the focus of the lesson.. The staff has a strong commitment to academic excellence as well as the district's mission and vision. 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

Grades 7th and 8th uses MAP, DMAC assessment, and Study Island resources to gather information from STAAR and benchmark testing data throughout the year to monitor student progress. In addition, the campus 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 2021 - 2022 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 7 and 8 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 critically analyze data, develop PLCs, and design engaging math lessons. **Root Cause:** Math teachers need to 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 opportunities for 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
- Writing contest for 7th

## Perceptions Strengths

- Parent/School communication is consistent in English 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:** 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 7 and 8 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 critically analyze data, develop PLCs, and design engaging math lessons.

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

**Problem Statement 3 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Accountability Data**

- 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
- Running Records results
- Observation Survey results

## **Student Data: Student Groups**

- 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
- 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 that are aligned with the core curriculum by the end of June 2023.

**Performance Objective 1:** Implement instructional strategies that are designed to engaged learners with a curriculum that is rigorous and relevant.

**Evaluation Data Sources:** Benchmarks

Savvas Realize





Study Island/Accelerated Learning

I-Ready

Progress Reports

Classroom walkthroughs

TEKS Resource

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Review Progress Monitoring reports on all students, to update Data Gathering Assessment Profile (DGAP) folders.  <b>Strategy's Expected Result/Impact:</b> Ongoing DGAP folders  <b>Staff Responsible for Monitoring:</b> All Teachers                      MTSS/Title 1 Teacher</p> <p><b>Funding Sources:</b> Study Island - 211 ESSA-Title I, Part A - \$700, Title 1 Teacher - 211 ESSA-Title I, Part A - \$10,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Provide DGAP training to all teachers.  <b>Strategy's Expected Result/Impact:</b> Updated DGAP folders  <b>Staff Responsible for Monitoring:</b> All Teachers                      MTSS/Title 1 Teacher</p> <p>- <b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b>                      Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>			

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 1:** A high percentage of economically disadvantaged and At Risk students in grades 7 and 8 did not meet state standards. **Root Cause:** Economically disadvantage and At Risk students lack educational background experiences at home.

**Goal 1:** All students will engage in instructional technology resources that are aligned with the core curriculum by the end of June 2023.

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

**Evaluation Data Sources:** Benchmarks

Savvas Realize





Study Island/Accelerated Learning

BOY/ MOY/ EOY

I-Ready

TEK Resource

Progress Monitoring Reports

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Increase technology integration into the learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Technology/Help Desk Support and repair ticket reports</p> <p><b>Staff Responsible for Monitoring:</b> All Teachers Administration District IT</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</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 integration through Lesson plans and student's progress.</p> <p><b>Strategy's Expected Result/Impact:</b> Instructional student reports Benchmarks DMAC MAP Study Island/Accelerated Learning</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration District IT</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 2 Problem Statements:**



## Student Learning

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

**Goal 2:** 50% of 7th and 8th grade students will achieve the meets grade level performance standard for reading by the end of June 2023.

**Performance Objective 1:** Initiate strategies to implement and provide instructional support to monitor/assist with the reading curriculum.

**Evaluation Data Sources:** Teacher surveys

Administration

Feedback

Benchmark

MAP

Savvas Realize

Study Island/Accelerated Learning

TEK Resource

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Lesson Plans will show development and implementation of lesson instructional activities at/or higher than rigorous level within the TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Weekly Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Professional Development will focus on deconstructing SES and creating assessments in DMAC.</p> <p><b>Strategy's Expected Result/Impact:</b> STAAR Teacher</p>	Formative		
	Nov	Feb	June

Program evaluation

**Staff Responsible for Monitoring:** Administration

Instructional Staff

MTSS/Title 1 Teacher

Reading Consultant

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Improve low-performing schools

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

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

**Goal 3:** 55% of 7th grade and 8th grade students will achieve the meets grade level performance standard for mathematics by the end of June 2023.

**Performance Objective 1:** Initiate strategies to implement and provide instructional support to monitor/assist with the mathematics curriculum.

**Evaluation Data Sources:** Benchmarks  
 DMAC  
 MAP  
 Savvas Realize  
 I-Ready  
 Study Island/Accelerated Learning  
 TEK Resource

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Lesson Plans will show development and implementation of lesson activities at/or higher than rigorous level within the TEKS.  <b>Strategy's Expected Result/Impact:</b> Weekly Lesson Plans  <b>Staff Responsible for Monitoring:</b> Administration            All Teachers            Math Consultant</p> <p>- <b>TEA Priorities:</b>            Build a foundation of reading and math            - <b>ESF Levers:</b>            Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Learning 2</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Professional Development will focus on deconstructing SES and creating assessments in DMAC.  <b>Strategy's Expected Result/Impact:</b> DMAC            Study Island/Accelerated Learning</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>

I-Ready  
TEK Resource

**Staff Responsible for Monitoring:** Administration

All teachers

MTSS/Title 1 Teacher

**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**





**Student Learning**

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

**Goal 4:** Campus administration 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 2022-2023 academic year.

**Performance Objective 1:** Administration 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> Walkthroughs BOY evaluations EOY evaluations <b>Staff Responsible for Monitoring:</b> Administration	<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 coach and guide teachers to create quality lesson plans. <b>Strategy's Expected Result/Impact:</b> DMAC Study Island/Accelerated Learning I-Ready TEK Resource <b>Staff Responsible for Monitoring:</b> Administration All Teachers Title 1 Teacher  <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue			

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

CNS methods used to collect data reviewed throughout the needs assessment process included Title I campus meetings, SBDM meetings, stakeholder surveys, 2022 campus-level student performance-based report (e.g., Accountability Ratings and Federal Report Cards), 2021-2022 SY state and local student assessment data (e.g., STAAR, and Benchmarks), district/campus-level analysis of curriculum resources, instructional support programs (e.g., Reading Horizons, CTE online courses), professional development, parent involvement, health and safety practices, student attendance and discipline reports, and federal grant-funded projects and initiatives (e.g., Title I Teacher and interventionist, well-rounded education).

## 2. Campus Improvement Plan

## 3. Annual Evaluation

## 4. Parent and Family Engagement (PFE)

## 5. Targeted Assistance Schools Only

# A Site Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Raye White	Administrator
Administrator	Roberto Lara	Administrator
Classroom Teacher	Sakina Babajide	Teacher
Parent	Elizabeth Contreras	Parent
Community Representative	Tina Rice	Community Representative
Classroom Teacher	Monica Schnaubelt	Title 1 Teacher
District-level Professional	Eric Davis	DCIS
Classroom Teacher	Elsa Solis	Elementary Teacher



# Title 1

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Raye White	Administrator
Administrator	Robert Lara	Administrator
Classroom Teacher	Sakina Babajide	Classroom Teacher
Classroom Teacher	Monica Schnaubelt	Title 1 Teacher