

Heritage Academy Charter Schools
Heritage Academy Campus
2023-2024 Campus Improvement Plan



HERITAGE
A C A D E M Y™

Board Approval Date: July 21, 2023
Public Presentation Date: July 21, 2023

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.

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Comprehensive Needs Assessment

Revised/Approved: July 21, 2023

Demographics

Demographics Summary

Student Information

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

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

Total Number Students	27
Gifted/Talented	5.4%

Staff Information-Texas Academic Performance Report (TAPR)

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

Total Staff	
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 2024.

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>Strategy 1: Review Progress Monitoring reports on all students, to update Data Gathering Assessment Profile (DGAP) folders.</p> <p>Strategy's Expected Result/Impact: Ongoing DGAP folders</p> <p>Staff Responsible for Monitoring: All Teachers MTSS/Title 1 Teacher</p> <p>Funding Sources: 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>Strategy 2: Provide DGAP training to all teachers.</p> <p>Strategy's Expected Result/Impact: Updated DGAP folders</p> <p>Staff Responsible for Monitoring: All Teachers MTSS/Title 1 Teacher</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: All students will engage in instructional technology resources that are aligned with the core curriculum by the end of June 2024.

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

Goal 2: 50% of 7th and 8th grade students will achieve the meets grade level performance standard for reading by the end of June 2024.

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>Strategy 1: Lesson Plans will show development and implementation of lesson instructional activities at/or higher than rigorous level within the TEKS.</p> <p>Strategy's Expected Result/Impact: Weekly Lesson Plans</p> <p>Staff Responsible for Monitoring: Administration</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Development will focus on deconstructing SES and creating assessments in DMAC.</p> <p>Strategy's Expected Result/Impact: STAAR Teacher Program evaluation</p> <p>Staff Responsible for Monitoring: Administration Instructional Staff MTSS/Title 1 Teacher Reading Consultant</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 2024.

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>Strategy 1: Lesson Plans will show development and implementation of lesson activities at/or higher than rigorous level within the TEKS.</p> <p>Strategy's Expected Result/Impact: Weekly Lesson Plans</p> <p>Staff Responsible for Monitoring: Administration All Teachers Math Consultant</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Professional Development will focus on deconstructing SES and creating assessments in DMAC.</p> <p>Strategy's Expected Result/Impact: DMAC Study Island/Accelerated Learning I-Ready TEK Resource</p> <p>Staff Responsible for Monitoring: Administration All teachers MTSS/Title 1 Teacher</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 2023-2024 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		
Strategy 1: Implement weekly walkthroughs that guide and support best teaching practices by providing immediate feedback to teachers. Strategy's Expected Result/Impact: Walkthroughs BOY evaluations EOY evaluations Staff Responsible for Monitoring: Administration	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Data gathered during walkthroughs will be used to coach and guide teachers to create quality lesson plans. Strategy's Expected Result/Impact: DMAC Study Island/Accelerated Learning I-Ready TEK Resource Staff Responsible for Monitoring: Administration All Teachers Title 1 Teacher Targeted Support Strategy - Additional Targeted Support Strategy	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Title I

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).

A Site Based Committee

Committee Role	Name	Position
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

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

Campus Funding Summary

211 ESSA-Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title 1 Teacher		\$10,000.00
1	1	1	Study Island		\$700.00
Sub-Total					\$10,700.00
Budgeted Fund Source Amount					\$22,316.00
+/- Difference					\$11,616.00
211.03 School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
211 ESF Focused-Support Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
255 ESSA-Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,486.00
+/- Difference					\$1,486.00
289 ESSA-Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

289 ESSA-Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$583.00
+/- Difference					\$583.00
282-ESSER III Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$27,483.00
+/- Difference					\$27,483.00
279-TCLAS Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$40,433.00
+/- Difference					\$40,433.00
Grand Total Budgeted					\$92,301.00
Grand Total Spent					\$10,700.00
+/- Difference					\$81,601.00