

Heritage Academy Charter Schools
Heritage Academy of San Antonio
2023-2024 Campus Improvement Plan



HERITAGE
A C A D E M Y TM

Board Approval Date: July 21, 2023
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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

Demographics

Demographics Summary

Student Information

The campus had a total of 20 students in 2021-2022.

Total Number of Students	19
Gender	
Females	58%
Males	42%
Race	
African American	32%
Two or more races	05%
White	63%
Ethnicity	
Hispanic/Latino	47%
Not Hispanic/Latino	53%
Eco Disadvantage d	95%
Programs	
LEP	11%
ESL	11%
At-Risk	79%
Sped	42%
Gifted Talented	11%

Staff Information-Texas Academic Performance Report (TAPR)

Total Staff	2.8
Campus Administration	.7
Professional Support	0
Teachers	1.8
Teachers by Ethnicity	
African American	0.8
Hispanic	0.2
White	0.7
Teachers by Gender	
Males	0.4
Females	1.4
Teachers by Highest	
Bachelors	1.1
Masters	0.7
Teachers by Years of Experience	
Beginning Teachers	0.3
1-5 Years of Experience	0.2
6-10 Years of Experience	0
11-20 Years of Experience	1.0
21-30	0.3

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

Heritage Academy of Windcrest 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 grade 6 did not meet state standards. **Root Cause:** Economically disadvantaged 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 grade 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
- 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
- Local diagnostic reading assessment data
- 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
- 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 that are aligned with 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: Gather information from progress monitoring reports for all students to update Data Gathering Assessment Profile (DGAP) folders.</p> <p>Strategy's Expected Result/Impact: Ongoing Data Gathering Assessment Profile (DGAP) folders.</p> <p>Staff Responsible for Monitoring: All Teachers MTSS/Title 1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Title 1 Teacher - 211 ESSA-Title I, Part A - \$5,000</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</p>	Formative		
	Nov	Feb	June

MTSS/Title 1 Teacher

- **TEA Priorities:**

Recruit, support, retain teachers and principals

- **ESF Levers:**

Lever 3: Positive School Culture, Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify



Discontinue

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

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

Evaluation Data Sources: Benchmarks

Savvas Realize

Study Island/Accelerated Learning

BOY/ MOY/ EOY

I-Ready


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, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, 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</p>	Formative		
	Nov	Feb	June


DMAC
MAP
Study Island/Accelerated Learning
TEKS Resource

Staff Responsible for Monitoring: Teachers
Administration
District IT

- **TEA Priorities:**
Recruit, support, retain teachers and principals
- **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: 50% of 6th 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

TEKS Resources

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, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, 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 Amplify Reading</p>	Formative		
	Nov	Feb	June

I-Ready
Study Island/Accelerated Learning
TEKS Resource

Staff Responsible for Monitoring: Administration

All Teachers

Reading Consultant


- TEA Priorities:


Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 3: 50% of 6th 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





TEKS 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</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, 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 TEKS Resource</p> <p>Staff Responsible for Monitoring: Administration All Teachers MTSS/Title 1 Teacher Math Consultant</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</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		
<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: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, 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 coach and guide teachers to create quality lesson plans.</p> <p>Strategy's Expected Result/Impact: Walkthroughs Lesson Plans</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	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
Classroom Teacher	Monica Schnaubelt	Title 1 Teacher
Parent	Elizabeth Contreras	Parent
Community Representative	Tina Rice	Community Representative

Title 1

Committee Role	Name	Position
Administrator	Raye White	Administrator
Administrator	Roberto 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		\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$10,939.00
+/- Difference					\$5,939.00
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					\$891.00
+/- Difference					\$891.00
289 ESSA-Title IV, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$350.00

289 ESSA-Title IV, Part A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$350.00
282-ESSER III Grant						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$10,126.00
					+/- Difference	\$10,126.00
279-TCLAS Grant						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$22,780.00
					+/- Difference	\$22,780.00
					Grand Total Budgeted	\$45,086.00
					Grand Total Spent	\$5,000.00
					+/- Difference	\$40,086.00