

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



HERITAGE
A C A D E M Y TM

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

Demographics

Demographics Summary

Student Information

The campus had a total of 111 students in 2021-2022.

Total Number of Students	111
Gender	
Female	46%
Male	54%
Pre-Kinder	12%
Kindergarten	12%
Grade 1	15%
Grade 2	10%
Grade 3	16%
Grade 4	24%
Grade 5	11%
Race	
African American	31%
White	52%
Asian	01%
2 or more Races	16%
Ethnicity	
Hispanic/Latino	51%

Total Number of Students	111
Not Hispanic/Latino	49%
Eco Disadvantaged	89%
Special Programs	
LEP	5%
ESL	5%
At-Risk	70%
Sped	26%
Gifted	03%

Staff Information-Texas Academic Performance Report (TAPR)

Total Staff	14
Campus Administration	.7
Professional Support	0
Teachers	13
Educational Aides	.3
Counselor	0
Teacher by Ethnicity	
African American	3.8
Hispanic	5.0
White	4.3
Teachers by Gender	
Males	2.0
Females	11.1
Teachers by Highest Degree	
Bachelors	8.8
Masters	4.3

Total Staff	14
Teachers by Years of Experience	
Beginning Teachers	.2
1-5 Experience	5.0
6-10 Experience	3.0
11-20 Experience	3.6
21-30 Experience	1.3

Demographics Strengths

The campus staff is diverse and represents the diversity of the student body. 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.

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 and implementation 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, Amplify, Study Island 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

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) and accelerated instruction.

The MTSS Coordinator will ensure compliance with federal and state requirements of MTSS and to improve student achievement. In response to the 2021-2022 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 MTSS Coordinator serves the campuses and is instrumental in ensuring that students in need of additional instructional and/or behavioural interventions are provided with sound interventions using weekly progress measures (i.e. Amplify/Study Island) with fidelity prior to determining if a referral to a special program such as dyslexia or special education is necessary and/or accelerated learning.

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 2022 - 2023 SY.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (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 2 (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 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(s) meeting data

Accountability Data

- 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 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 2024.

Performance Objective 1: Integrate digital content and tools into instruction in meaningful ways to encourage students to use available resources.

- Evaluation Data Sources:** Benchmarks
 Savvas Realize
 Amplify Reading
 Amplify Math
 I-Ready
 Weekly Reports
 Study Island/Accelerated Learning
 TEKS Resource

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Enhance student learning with increased access to digital tools and communicate to parents how tools are being used.</p> <p>Strategy's Expected Result/Impact: Completed ELL Student folders Campus Survey</p> <p>Staff Responsible for Monitoring: ESL Teacher MTSS/Title 1 Teacher</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Study Island - 211 ESSA-Title I, Part A - \$1,000, Title 1 Teacher - 211 ESSA-Title I, Part A - \$50,000</p>	Formative		
	Nov	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Ensure teachers and students demonstrate appropriate and safe digital behavior.</p> <p>Strategy's Expected Result/Impact: Teacher Survey</p> <p>Staff Responsible for Monitoring: ESL Teachers MTSS/Title 1 Teacher All Teachers</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: 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 1: 90% of students will participate in instructional technology and academic support programs aligned with core curriculum by the end of June 2024.

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
- Amplify Reading
- Amplify Math
- Study Island/Accelerated Learning
- BOY
- MOY
- EOY
- Progress Monitoring Reports





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide technology support to include training, parent communication, and development of instructional strategies and resources.</p> <p>Strategy's Expected Result/Impact: Technology/Help Desk repair and ticket reports</p> <p>Staff Responsible for Monitoring: All Teachers</p> <p>Administration District IT</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</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</p> <ul style="list-style-type: none"> Benchmarks DMAC MAP Study Island/Accelerated Learning Amplify Reading Amplify Math Lesson Plans <p>Staff Responsible for Monitoring: All Teachers</p> <ul style="list-style-type: none"> Administration District IT 	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: 90% of students will participate in instructional technology and academic support programs aligned with core curriculum by the end of June 2024.

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

Evaluation Data Sources: Weekly usage reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide community engagement opportunities for parents, students, and staff to promote student academic performance.</p> <p>Strategy's Expected Result/Impact: Increase parent engagement opportunities.</p> <p>Staff Responsible for Monitoring: Administrators All Teachers</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct parent information sessions to communicate student academic progress and campus updates.</p> <p>Strategy's Expected Result/Impact: Increase percentage of Parent-Teacher-Student Survey Increase percentage of parent attendance,</p> <p>Staff Responsible for Monitoring: Administrators All Teachers</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: 50% of 3rd-5th 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

Amplify reports

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</p> <p>- TEA Priorities: Improve low-performing schools</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</p> <p>Amplify Reading Amplify Math I-Ready Study Island/Accelerated Learning TEKS Resource</p> <p>Staff Responsible for Monitoring: Administration All Teachers Reading Consultant</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Additional Targeted Support Strategy</p> <p>Funding Sources: Amplify - 211 ESF Focused-Support Grant - \$12,000</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: 50% of 3rd-5th grade students will achieve the meets grade level performance standard for math 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

Amplify Math

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. Strategy's Expected Result/Impact: Weekly Lesson Plans Staff Responsible for Monitoring: Administration All Teachers</p> <p>- TEA Priorities: Improve low-performing schools - 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. Strategy's Expected Result/Impact: DMAC Amplify Math Study Island/Accelerated Learning I-Ready TEK Resource Staff Responsible for Monitoring: Administration All Teachers Title 1</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 2023-2024 academic year.

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

Evaluation Data Sources: Savvas Realize professional development

Amplify Reading

Amplify Math





I-Ready

MAP

Study Island/Accelerated Learning

TEKS Resource





Follow up training

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide training and support to teachers for implementing Savvas Realize, TEKS Resource, Lead4ward strategies and tools.</p> <p>Strategy's Expected Result/Impact: Teacher surveys Program evaluation</p> <p>Staff Responsible for Monitoring: Administration All teachers</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Use performance assessments and curriculum based assessments to monitor and evaluate student progress to mastery level..</p> <p>Strategy's Expected Result/Impact: Teacher surveys Program evaluation</p> <p>Staff Responsible for Monitoring: All staff</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 5: 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: Weekly walkthroughs</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, 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</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, 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	Robert 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	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		\$50,000.00
1	1	1	Study Island		\$1,000.00
Sub-Total					\$51,000.00
Budgeted Fund Source Amount					\$55,329.00
+/- Difference					\$4,329.00
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
2	1	2	Amplify		\$12,000.00
Sub-Total					\$12,000.00
Budgeted Fund Source Amount					\$41,000.00
+/- Difference					\$29,000.00
255 ESSA-Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,243.00
+/- Difference					\$6,243.00
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					\$2,450.00
+/- Difference					\$2,450.00
282-ESSER III Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$80,000.00
+/- Difference					\$80,000.00
279-TCLAS Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$67,621.00
+/- Difference					\$67,621.00
Grand Total Budgeted					\$252,643.00
Grand Total Spent					\$63,000.00
+/- Difference					\$189,643.00