

IDEA Public Schools

Achieve Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 21, 2022

Public Presentation Date: September 16, 2022

Mission Statement

IDEA Public Schools prepare students from underserved communities for success in college and citizenship.

Vision

To ensure students reach their potential, IDEA Public Schools will become the region's largest creator of college graduates.

Core Values

Our drive to translate our mission and vision into reality are based upon the following core values:

- We achieve **Academic Excellence**
- We deliver **Results**
- We ensure **Equity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

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Comprehensive Needs Assessment

Revised/Approved: September 12, 2022

Demographics

Demographics Summary

1. We are an open enrollment charter elementary school with 650-700 students.
2. When we opened our doors in 2019 over 80% of our students were 2 years below grade level in reading. However due to the most recent state assessment Data we are excited to announce Achieve academy is projected to be an A rated campus by TEA. Most specifically Our 4th graders performed the highest in our zip code. We are confident we can continue to build upon that success because not only do we focus on high academic performance. We connect with our community we remove potential barriers and distractions by offering free breakfast lunch and supper. Before and after school care 630-730 as well as social emotional lessons across all grades including a learning farm.
3. We appreciate the partnership and community we have established here in Haltom city. And look forward to sharing more academic gains for the upcoming school year and years to come.
4. We are the only IDEA school in Haltom City and I wanted to inform everyone here we are committed to being a community partner and truly bringing value to Haltom City. I will have to start with our focus on academic excellence, the most recent TEA accountability ratings has us projected as an A rated campus. Our 4th graders were the highest performing in the zip code of 76011 and outperformed other charter networks like Uplift Education and FWISD. We know a true education goes beyond State exams so we have won awards for being a healthy campus, we have a weekly social emotional learning class, a coding class, Recess for all, and a learning farm with culinary classes for our students.

See PDF in Addendum for more information

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a lack of consistent communication and predictable cadence of family communication from school events to school expectations. **Root Cause:** The root cause is leadership members of the elementary, middle school and operations, need to backwards plan and norm on communication. Achieve Academy needs to create a clear system for translation services.

Problem Statement 2 (Prioritized): There is a lack of scholar celebrations to increase school culture community and motivation. **Root Cause:** The root cause is leadership members of the elementary, middle school and operations, need to backwards plan and prioritize budgeting for scholar celebrations.

Student Learning

Student Learning Summary

Due to our focus in the following areas:

- Small Group instruction provided by Regional content coaches and leaders
- Productive Struggle: Concepts and Processes
- Growth Goal Student Conferences
- Deep Dive Data Analysis to inform instructional pull outs
- Accommodations and Modifications practiced and implemented
- Weekly Assessments
- Student ET Tracking/ ET MMA
- Master Excel Tracker

We Achieved the following on State Assessments:

- Masters relatively high across contents and grades
- •D2: 141/163 tests G.G. Met
- •D3 Academic Achievement: H, Eco, EL
- •D3 Academic Growth: All indicators met
- •D3 STAAR Component: All indicators met except white

See PDF in Addendum

Student Learning Strengths

Literacy Across all contents

Sentence Stems

Think/Write/Share

CER Training for all teachers

Anchor charts with Annotation Strategies

See PDF in Addendum

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Achieve Academy struggled in STAAR sped performance in 3rd and 4th grade with an achievement average of 20. **Root Cause:** The root cause was because teachers were not equipped to provide just in time scaffolds due to content knowledge and lack of skill mastery tracking.

Problem Statement 2 (Prioritized): Achieve Academy needed a wider variety of learning experiences to increase engagement in challenging text. **Root Cause:** Lack of cross curricular alignment and attention on real world connections.

Problem Statement 3: Achieve Academy needed more reading with authentic texts and more opportunities for writing. **Root Cause:** Teachers went from curriculum fidelity focus to test prep because of the lack of backwards planning to incorporate curriculum with intentional scaffolding to align to all assessments.

School Processes & Programs

School Processes & Programs Summary

We are starting Summer PD Training(Culture, Unpacking, Planning) early to ensure strong GET Ratings of 2ABC, 3ABCD and 4A by 9.30.22. We are prioritizing strong SWAM to prepare for small group intervention.

We included Sped Trainings and A/M Focus during BOY PD and leveraging support from our Regional Sped Specialist. We are committing to bi weekly business partnership meetings starting 8.8.22 and inviting our Sped Regional coach to instructional Rounds starting 8.9.

In order for our sped teachers to be briefed on content and strategies they will attend lesson rehearsals for the contents they support.

Clear Instructional Vision for each content with minute by minutes provided by 7.27.22. Our API Tudor will be Coaching Sped Team with weekly coaching conversations utilizing sped data ptg.

We are communicating the expectation of Literacy across contents + explicit vocabulary instruction during BOY to prepare for the new STAAR format.

Focus on building background knowledge to support learning experiences. Teachers will make accomodations to lessons to include essential knowledge to engage with the reading consistently by 9.30.22.

Starting 8.1 Operating Mechanisms will be consistent with Coaching Cycle and DII.

We assigned Grade Level Leads with a GRIPI and clear expectations to improve family partnership by 8.1.22

Counselor commits to building relationships through consistent communication and family engagement events. Calendar is buit out for the year, communication of events will go out 1 month before event.

Requesting Operations Support from regional team during principal tactical staring 8.2.22.

The leadership team is committed to hiring based off of content knowledge, experience, and data driven chessboards shifts for teachers and leaders.

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school

year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.

- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA's individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Achieve Academy does not offer a wide variety of programs to meet community wants and needs. **Root Cause:** There is a lack of community partnership to get volunteers or community leaders involved in creating programs to meet community wants and needs.

Problem Statement 2 (Prioritized): At Achieve Academy there was a problem with Special Program students not receiving supports in a timely manner. **Root Cause:** The root cause of the problem was there was a lack of consistent staffing in the sped department and diagnosis supports and there was a lack of clear roles and responsibilities during interim transitions.

Perceptions

Perceptions Summary

Survey data increased significantly from staff. There was limited data on student and family surveys. See PDF in Addendum for more information.

Perceptions Strengths

There was Frequent communication with parents (Parent Weekly / Newsletters) and Multiple avenues of communication (Smore, ClassDojo, and Remind). See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): At Achieve Academy there was not enough mechanisms to support two way feedback between community and school. **Root Cause:** Family communication was a challenge because of language barrier causing the campus to de prioritize creating mechanisms for authentic community connections.

Problem Statement 2 (Prioritized): There was not surveys conducted throughout the year. **Root Cause:** Leaders did not create systems for collecting school community feedback.

Priority Problem Statements

Problem Statement 1: There is a lack of consistent communication and predictable cadence of family communication from school events to school expectations.

Root Cause 1: The root cause is leadership members of the elementary, middle school and operations, need to backwards plan and norm on communication. Achieve Academy needs to create a clear system for translation services.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a lack of scholar celebrations to increase school culture community and motivation.

Root Cause 2: The root cause is leadership members of the elementary, middle school and operations, need to backwards plan and prioritize budgeting for scholar celebrations.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Achieve Academy needed a wider variety of learning experiences to increase engagement in challenging text.

Root Cause 3: Lack of cross curricular alignment and attention on real world connections.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Achieve Academy does not offer a wide variety of programs to meet community wants and needs.

Root Cause 4: There is a lack of community partnership to get volunteers or community leaders involved in creating programs to meet community wants and needs.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: At Achieve Academy there was a problem with Special Program students not receiving supports in a timely manner.

Root Cause 5: The root cause of the problem was there was a lack of consistent staffing in the sped department and diagnosis supports and there was a lack of clear roles and responsibilities during interim transitions.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: At Achieve Academy there was not enough mechanisms to support two way feedback between community and school.

Root Cause 6: Family communication was a challenge because of language barrier causing the campus to de prioritize creating mechanisms for authentic community connections.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There was not surveys conducted throughout the year.

Root Cause 7: Leaders did not create systems for collecting school community feedback.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Study of best practices



Goals

Goal 1: 85% of all full-time IDEA Achieve Campus staff members employed in 22-23 will be retained and return for 23-24

Performance Objective 1: Monitor Staff Retention on Dashboard above 85% and report out data monthly

Evaluation Data Sources: Dashboard for staff retention 85%







Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
Strategy 1: Report out Staff retention weekly with OCS Framework Strategy's Expected Result/Impact: 85% Staff Retention Staff Responsible for Monitoring: Giovanni Outram	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: 85% of all full-time IDEA Achieve Campus staff members employed in 22-23 will be retained and return for 23-24

Performance Objective 2: Survey Staff Frequently and respond to the data immediately such as staff incentives, differentiated PD, etc.

High Priority
Evaluation Data Sources: Staff Survey should be positive on 90% on 90% of questions

Strategy 1 Details	Reviews			
Strategy 1: Leaders will have weekly touchpoints with all teachers. Accountability checks will happen during GTM on Thursdays by using an electronic submission form beginning 9.1 Principal will check submission forms every Friday and send email to teachers with follow up by EOD the following Monday. Strategy's Expected Result/Impact: Staff Survey should be positive on 90% on 90% of questions Staff Responsible for Monitoring: Giovanni Outram	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







Goal 2: 100% of IDEA students matriculate to college.

Performance Objective 1: A Rating as a campus connected to College Readiness

High Priority

Evaluation Data Sources: District Assessment and Mock STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Taught teachers how ratings were calculated and conducted deep data dive 4/5 Students have exit ticket trackers with their goals and performance from Mock with Core Values attached to their own commitment to reach their goals 10.15 Leverage Regional ELA Leader to support in Lesson Plan Meetings and RTC for investment in best practices Mock Data Analysis Meetings included Science and Writing teachers to get them invested. 10.15 Modeling Mini SWAM in Daily RTC 9.15 Edited Outlook calendar reflect instruction (teaching or monitoring learning) as top priority from 8a-3p M-W 9.1 Printed Annotation Strategies + Dictionaries in all ELA Classes 100% of class on the desk (ELA Annotation Posters) School wide Pep rally to get scholars invested and excited about testing. Strategy's Expected Result/Impact: 90/60/30 on each Assessment Staff Responsible for Monitoring: PD Tudor Vanessa Ochoa Kayla Loud	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 2: 100% of IDEA students matriculate to college.

Performance Objective 2: Students will perform 90/60/30 on all assessments

High Priority

Evaluation Data Sources: Mock STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Offer Lesson Rehearsals three times a week based on observations or teacher action steps. Following STAAR Success Scope and Sequence unit to fidelity with exemplar in hand. PD on school-wide reading annotation strategy and science of learning (Spaced/Interleaved, Retrieval Practice, and Targeted Feedback) 1/3 Literacy across all contents reinforcing annotation strategy 1/3 Exit ticket Misconception Mistake Action Chat Maximized Instructional Minutes with focusing with time on task to measure data	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				









Goal 3: IDEA Achieve Academy & College Prep will both achieve an A rating for the 22-23 school year.

Performance Objective 1: STAAR achievement domain A will receive 90% or higher in ELA grades 3-5.

HB3 Goal

Evaluation Data Sources: District Assessments and Mock STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Leverage Regional ELA Leader to support in Lesson Plan Meetings and RTC for investment in best practices Mock Mid-Year ELA Data Analysis Meeting to create school wide academic plan. Modeling Mini SWAM in Daily RTC 10.1 Edited Outlook calendar reflect instruction (teaching or monitoring learning) as top priority from 8a-3p M-W 9.1 Printed Annotation Strategies + Dictionaries in all ELA Classes 100% of class on the desk (ELA Annotation Posters) Strategy's Expected Result/Impact: 90/60/30 Staff Responsible for Monitoring: PD Tudor Kayla Loud Vanessa Ochoa	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Modeling Mini SWAM in Daily Real time coaching across ELA classrooms. Strategy's Expected Result/Impact: Improved data analysis to identify student misconceptions. Staff Responsible for Monitoring: Kayla Loud API Giovanni Outram Principal	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 3: IDEA Achieve Academy & College Prep will both achieve an A rating for the 22-23 school year.

Performance Objective 2: STAAR achievement domain B will receive 90% or higher in ELA grades 3-5.

High Priority

HB3 Goal

Evaluation Data Sources: District Assessments and Mock STAAR

Strategy 1 Details	Reviews			
Strategy 1: Taught teachers how ratings were calculated and conducted deep data dive 1.20 Students have exit ticket trackers with their goals and performance from Mock with Core Values attached to their own commitment to reach their goals 1.20 Printed Annotation Strategies + Dictionaries in all ELA Classes 100% of class on the desk (ELA Annotation Posters) School wide Pep rally to get scholars invested and excited about testing. Strategy's Expected Result/Impact: 90/60/30 on all assessments Staff Responsible for Monitoring: Kayla Loud PD Tudor Vanessa Ochoa	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 3: IDEA Achieve Academy & College Prep will both achieve an A rating for the 22-23 school year.

Performance Objective 3: STAAR achievement domain C will receive 90% or higher in ELA grades 3-5.

High Priority

HB3 Goal







Evaluation Data Sources: District Assessments and Mock STAAR

Strategy 1 Details		Reviews			
Strategy 1: Identified priority D3 students 10.15 Resetting and adjusting seating charts by HR in math classes 1.20 Utilizing SpEd Co-Teacher in class to help with priority students 9.1 Regional Math Coach, Shannon Green, on campus to support with pull-out instruction of priority students (Begin 4/17) Leader co-teach in overall lowest class to help provide support (Week of 4/7/) Lead team, SpEd Coord., TC to cross-check accommodations for in-class support 9/15 Strategy's Expected Result/Impact: Special Population hit mark on district assessments Staff Responsible for Monitoring: PD Tudor Vanessa Ochoa Kayla Loud		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 4: IDEA Achieve Academy & College Prep Campus will achieve a 97% annual attendance rate for the 22-23 school year

Performance Objective 1: 97.5 Attendance school wide by End of year.







Evaluation Data Sources: Attendance data on Locus

Strategy 1 Details	Reviews			
Strategy 1: Collaborate with SW and SC to connect families with resources (ongoing) 9am status check on daily contacts with parents to ensure calls are made before OATP 9.1 Leverage regional support for consequences for families in crisis 10.1 Strategy's Expected Result/Impact: 97% Attendance school wide Staff Responsible for Monitoring: Giovanni Outram	Formative			Summative
	Oct	Jan	Mar	June
	 15%	 20%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: 90% of IDEA Achieve Academy & College Prep students enrolled during the 22-23 school year will persist and return for the start of the 23-24 school year.

Performance Objective 1: 90% Persistence for all students by End of the year.

Evaluation Data Sources: Student enrollment and persistence data

Strategy 1 Details	Reviews			
Strategy 1: 1. Teachers will have weekly touchpoints with all families. Accountability checks will happen during GTM on Thursdays by using an electronic submission form beginning 4/21/22. SC will check submission forms every Friday and send email to teachers with follow up by EOD the following Monday. 2. SC will engage in classroom observations of teachers with the most leavers per grade by end of November. 3. SC will have family engagement planned for the remainder of the year. Event details, RASI and write-up, will be created and sent out 3 weeks in advanced to all staff. And flyers sent to families. 4. SC will utilize WTI to provide new families campus resources and emphasize the benefits of staying with IDEA through college Partner with APO to ensure strong information/logistics will be delivered to new families by 10.30 Strategy's Expected Result/Impact: 90% Student Persistence	Formative			Summative
	Oct	Jan	Mar	June
	 5%	 20%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	0%	PTG	0%
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	<p>This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff.</p> <p>Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.</p>	Pending	<p>Intensive Summer PD Training (Culture, Unpacking, Planning)</p> <p>Use SWAM to prepare for small group intervention</p> <p>Sped Trainings and A/M Focus</p> <p>Content based Sped Teachers</p> <p>Clear Instructional Vision for each content</p> <p>Teacher Accountability for lesson plans and rehearsal</p>	Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	<p>These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year.</p> <p>For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Pending	Literacy Across all contents	Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending	Sentence Stems Think/Write/Share	Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending	Spaced and Interleaved Practice Concrete and pictorial representation of mathematical phenomena	Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending	more visual representation of science experiments and results Written explanation using CER	Action Required	
	State Telpas Report	Comprehensive Needs Assessment 2022 Telpas	<p>This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State Telpas report.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Pending	Spaced and Interleaved Practice of Vocabulary Making connections across	Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	<p>Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff.</p> <p>Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	<p>For the Withdrawals/Level 3 Offenses data point, list the <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u>.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

2021-22 Student Achievement Improvement Plan

[illegible]

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

- 1A. % of graduates who matriculate to a College or University: 100%
- 1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%
- 1C. % of Seniors accepted to a College or University: 100%
- 1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%
- 1E. Earned State Rating: A
- 1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%
- 1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%
- 1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score: 21
- 1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

- 2A. % Teacher Retention | Employee Retention: 85% | 85%
- 2B. 80% composit score on GPTW: 82%
- 2B. %Average Daily Attendance: 97.50%
- 2C. New Student Persistence: 90%
- 2D. Operating Income: \$133M
- 2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2020: 83,894
- 3C. Schools in operation in August 2020: 149
- 3D. Total Funds Raised (millions): \$93M

Needs Assessment

S-STAAR
D-DIBELS
E-EOC
A-ACT
RR-Reading Renaissance
ST-STAR for Math
DR-Discipline Report
AP-AP Tests
O-Other

Special Populations

All
AR-At Risk
ELL-English Language Learners
ED-Economically Disadvantaged
M-Migrant
SE-Special Education

Campus Name

Comprehensive Needs Assessment

ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students						

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met	
% Approaches	69	71				
% Meets	50	43				
% Masters	19	26				
% Student Achievement Average	46	47				
% Meet 2 year growth	X	85% Met Growth Goal 47%				

Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	X	
% of CSI Passing STAAR	X	
% of SPED Passing STAAR	X	

Reflections

Areas of Strength	Areas of Need
1.Strong 2nd grade math teacher	1.Small group instruction from BOY
2.Growth across grade levels due to	2.Using data to inform instructional practices BOY
3.Math coaching	3.School-wide focus on fact fluency

Y

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students		90% Mastery 66% ON track	94% Mastery 63% On track	91% Mastery 77% On Track	X	X
					RR Goal Met/Not Met	WM Goal Met/Not Met
					X	X
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4		
% Approaches	69	79	X	X		
% Meets	40	48	X	X		
% Masters	29	31	X	X		
SAS			X	X		
% Student Achievement Average	46	53	X	X		
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	50.3%%					
% of CSI Passing STAAR						
% of SPED Passing STAAR						

Reflections		
Areas of Strength	Areas of Need	
1. Normed school-wide annotation strategy	1. Cross-curricular literacy	
2. Alignment to TEKS to support student learning	2. A variety and class-sets of reading materials	
3	3	

Campus Name

Comprehensive Needs Assessment

ACADEMY

Data Sources: Science Pk-2

	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students						

Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches		
% Meets		
% Masters		
% Student Achievement Average		

Reflections

Areas of Strength	Areas of Need
1	1
2	2
3	3

Campus Name

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students							

Reflections

Areas of Strength	Areas of Need
1	1
2	2
3	3

Campus Name

Comprehensive Needs Assessment

ACADEMY

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning					
% Intermediate					
% Advanced					
% Advanced High					

Reflections

Areas of Strength	Areas of Need
1	1
2	2
3	3

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	
% Instructional Support Retention	
% Teacher Retention	
% Campus Support Retention	
% SPED Teachers	
% State/National Certified Teachers	
% State Certified Leaders	
% State/Board certified Counselors	
Number of teacher applicants per 2020-21 school year	

Reflection	
Areas of Strength	Areas of Need
1	1
2	2
3	3

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	
% Overall Persistence	
% New Student Persistence	
# of Admin Withdrawals/ Level 3 Offenses	
% SPED	
% ELL	
% Eco Dis	
% Migrant	
% Race: American-Indian- Alaska-Native	
% Asian	
% White-Hispanic	
% Multi	
% Black-African-American	
% Native-Hawaiian-Pacific- Islander	
% White	
% Male	
% Female	

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1	1
2	2
3	3

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	
% Families Attended Curriculum Night	
% Families Who Attended EOY Ceremonies	
% Families who attended Fall Festival	
% Families who attended Winter Festival	
% Families who attended Spring Festival	

Reflection	
Areas of Strength	Areas of Need
1	1
2	2
3	3