IDEA Public Schools

Alamo Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Closing the Gaps

Alamo
IDEA
Academy

Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 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**

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Idea Academy Alamo was founded in 2010 and is located in Alamo, TX at 325 E FM 495, 78516. We are an open enrollment charterschool and current enrollment for the 2022-2023 school year is 813. We serve students in pre-kindergarten to 5th grade.

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): Less than 90% new student persistence. **Root Cause:** Communication during recruitment process is not clear in regards to what our school offers and doesn't offer.

Problem Statement 2 (Prioritized): Our RTI process is not strong causing identification of special needs students not to happen in a timely manner. **Root Cause:** Leadership team lacks knowledge and skill to build and manage RTI process.

Problem Statement 3 (Prioritized): Our attendance has fallen below the 97.5% target. **Root Cause:** No clear plan for ADA and parent communication.

Student Learning

Student Learning Summary

Successes

When comparing 2021 to 2022 overall data, Domain 1 improved 17 points, Domain 2 32 points, Domain 3 - 4 points, and overall grew 23 points. Approaches levels increased nearly 19 points, Meets levels increased 20 points and Masters levels increased 11 points. During the 2022 STAAR admin, IDEA Alamo Academy was able to show higher SASs scores overall.

Areas of Improvement

Mathematics continues to be an area of improvement which currently shows approximately a 20 point gap in Approaches levels to reach the performance of reading. Diving deeper into historical trends showed that 3rd, 4th and 5th Math are areas of slowest growth and has not recovered as quickly when compared to other grades and subjects.

See PDF in Addendum for more information.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Math data has seen the biggest instructional gaps in the last 2 years. **Root Cause:** Teachers did not spiral re-teach objectives from the beginning of the year due to lack of experience and leadership did not prioritize.

Problem Statement 2 (Prioritized): Reading data show biggest gaps overall in 3rd grade and in meets and masters in 4th and 5th **Root Cause:** Lack of tracking and re-teaching based on student needs after assessments.

Problem Statement 3: Overall academic achievement was low in domain 1. **Root Cause:** Lack of teacher data monitoring and teaching alignment.

School Processes & Programs

School Processes & Programs Summary

Our campus has a teacher leader program that allows teachers who want to grow in and out of the classroom. This program allows teachers to take on a coaching role while they stay in their teaching role, which allows them to experience the administrative role before completely transitioning over.

Professional development is created based on campus priorities set from the previous years and from trends found during instructional rounds. Teachers are invited to attend as a whole for priorities and as needed for trends found.

To support powerful teaching and learning, teachers are recognized publicly every year and are idenitifed as master teachers for others to observe and visit. Teachers are tiered accoridng to level of support needed for coaching and lesson planning support.

Our campus offers extracurricular activities such as sports, dance, cheer, arts and crafts Monday thru Friday free of charge, through 21st century programs.

See PDF in Addendum for more information.

School Processes & Programs Strengths

See PDF Addendum for more information

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Staff feels overwhelmed with the amount of time it takes to prepare for lesson plans. **Root Cause:** Leadership team has not provided enough professional development to build proficient/advanced skill that will allow teachers to plan more efficiently.

Problem Statement 2 (Prioritized): There is a gap in teacher pedagogy outside of instructional strategies. **Root Cause:** District focus is on instructional pedagogy and campus does the same and therefore teachers struggle with other issues such and SPED process and behavior strategies

Perceptions

Perceptions Summary

Our teacher retention 82% and SPED Teacher 66%. All new staff receive focused onboarding and training aligned to meeting their needs as a new teacher.

Staff receive information regarding academic expectation during beginning of year PD via a one pager classroom and content expectations checklist. They also attend weekly check-ins with their manager, biweekly grade level meetings, and use phone app as their main source of campus communication amongst staff.

Staff absences has shown an increase in the last couple of years due to COVID, but only a couple have received

According to our Great Places to Work Survey, 80%+ of staff strongly agree that they work in a great place at IDEA Alamo Academy.

Parent participation rates are measured via sign-in sheets for every event hosted. During our meet the teacher this year, 70% of families attended. During out Welcome to IDEA event in May, 52% showed up in person while the remaining 48% received a virtual onboarding.

 See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Less than 50% parent participation or feedback for in school events **Root Cause:** Data tracking systems for family events do not focus on collecting attendance unless its a structured meeting.

Problem Statement 2 (Prioritized): Parent response to communication is not as strong as it needs to be. **Root Cause:** System for updating parent information lacks a system and follow through from operations team.

Priority Problem Statements

Problem Statement 1: Math data has seen the biggest instructional gaps in the last 2 years.
Root Cause 1: Teachers did not spiral re-teach objectives from the beginning of the year due to lack of experience and leadership did not prioritize.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Reading data show biggest gaps overall in 3rd grade and in meets and masters in 4th and 5th
Root Cause 2: Lack of tracking and re-teaching based on student needs after assessments.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our RTI process is not strong causing identification of special needs students not to happen in a timely manner.
Root Cause 3: Leadership team lacks knowledge and skill to build and manage RTI process.
Problem Statement 3 Areas: Demographics

Problem Statement 4: Less than 90% new student persistence.
Root Cause 4: Communication during recruitment process is not clear in regards to what our school offers and doesn't offer.
Problem Statement 4 Areas: Demographics

Problem Statement 5: Staff feels overwhelmed with the amount of time it takes to prepare for lesson plans.
Root Cause 5: Leadership team has not provided enough professional development to build proficient/advanced skill that will allow teachers to plan more efficiently.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a gap in teacher pedagogy outside of instructional strategies.
Root Cause 6: District focus is on instructional pedagogy and campus does the same and therefore teachers struggle with other issues such and SPED process and behavior strategies
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Less than 50% parent participation or feedback for in school events
Root Cause 7: Data tracking systems for family events do not focus on collecting attendance unless its a structured meeting.
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Parent response to communication is not as strong as it needs to be.
Root Cause 8: System for updating parent information lacks a system and follow through from operations team.
Problem Statement 8 Areas: Perceptions

Problem Statement 9: Our attendance has fallen below the 97.5% target.

Root Cause 9: No clear plan for ADA and parent communication.

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- 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
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

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
- Other additional data

Goals
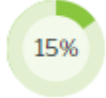
Goal 1: IDEA achieves an A rating

Performance Objective 1: 3rd-5th Grade will earn 80% or more Academic Achievement Domain 3 interim targets for math and reading

High Priority

HB3 Goal

Evaluation Data Sources: Use campus based bi-weekly assessments data, mock, and semester assessments to monitor and adjust instruction. Final data will be STAAR Results from students.

Strategy 1 Details	Reviews			
Strategy 1: Provide differentiated instruction for students in Meets & Masters groups through enrichment activities, small group intervention, after-school tutoring.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the number of Meets and Masters by 5% points in each grade and each subject area. **Staff Responsible for Monitoring:** Teachers, instructional coaches, APIs, Principal, VP **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Hotspot Facilitator (Kristi Villanueva) - Federal Grant - $32,852.16, AR Zone Facilitatator (Nathan Martinez) - Federal Grant - $32,614.56	Oct	Jan	Mar	June
	15%	25%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Math data has seen the biggest instructional gaps in the last 2 years. **Root Cause**: Teachers did not spiral re-teach objectives from the beginning of the year due to lack of experience and leadership did not prioritize.
Problem Statement 2: Reading data show biggest gaps overall in 3rd grade and in meets and masters in 4th and 5th **Root Cause**: Lack of tracking and re-teaching based on student needs after assessments.

Goal 1: IDEA achieves an A rating

Performance Objective 2: Increase student performance for ELL and Sped students to meet state targets.

High Priority

Evaluation Data Sources: Monitor ELL and SPED data at every testing point. STAAR Results from students

Strategy 1 Details	Reviews			
Strategy 1: Implement an operating mechanism to allow coordination and collaboration between Special Education and General Education teachers on a monthly basis.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Special education students will be served appropriately based on their academic needs./Student growth **Staff Responsible for Monitoring:** Claribel Garza, teachers, and Principal **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2	20%	50%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Our RTI process is not strong causing identification of special needs students not to happen in a timely manner. **Root Cause**: Leadership team lacks knowledge and skill to build and manage RTI process.

Goal 1: IDEA achieves an A rating

Performance Objective 3: Increase data for reading and math CSI students by targeting small group instruction to close instructional gaps.

    High Priority

    Evaluation Data Sources: Renstar assessments and campus assessments.

Strategy 1 Details	Reviews			
Strategy 1: Use Math CSI implementation and New LLI CSI Reading Program Interventionists to improve 3rd-5th math and reading performance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 50%+ of CSI students will on grade level and pass STAAR Assessments
    Staff Responsible for Monitoring: Reading-API Roxanna Castaneda
Math-Principal, Ana Garza
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
    Funding Sources: Interventionist (Sara Barajas) - Federal Grant - $60,500, Hotspot Facilitator (Kristi Villanueva) - Federal Grant - $32,852.16
	25%	25%		

0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: All IDEA students matriculate to college

Performance Objective 1: IDEA Alamo staff will increase positive student and family relationships

    Evaluation Data Sources: 100% of seniors will have two PWIs (Academy and CP)

Strategy 1 Details		Reviews			
Strategy 1: 1. Increase positive student relationships via the PWI program		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of seniors will have quality TLORs and Personal statements **Staff Responsible for Monitoring:** Marisol Flores DCC **TEA Priorities:** Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		**Oct**	**Jan**	**Mar**	**June**
		0%	10%		
Strategy 2 Details		Reviews			
Strategy 2: 2. Essay Help -Admin and others will be trained on how to provide feedback and this will also create relationships and trust building in the process		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of seniors will have quality TLORs and Personal statements **Staff Responsible for Monitoring:** Marisol Flores DCC **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		**Oct**	**Jan**	**Mar**	**June**
		0%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: Increase student daily attendance

Performance Objective 1: Increase meaningful relationships to promote student achievement.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Student surveys, Panorama, Kickboard reports, Attendance
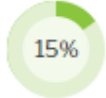
Strategy 1 Details		Reviews			
Strategy 1: Increase student investment in coming to school everyday through daily, weekly, and monthly challenges.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 97% EOY ADA **Staff Responsible for Monitoring:** APO, Lee Garcia and Lead Team		**Oct**	**Jan**	**Mar**	**June**
		20%	30%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: Increase student daily attendance

Performance Objective 2: 100% of teachers will have positive call interactions with parents on a weekly basis.

High Priority

Evaluation Data Sources: Parent communication logs, parent surveys, and student attendance.

Strategy 1 Details			Reviews		
Strategy 1: Weekly data collection with immediate feedback via email and teacher weekly			**Formative**		**Summative**
Strategy's Expected Result/Impact: 97% EOY ADA		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO, Lee Garcia and Lead Team, Teachers **Title I:** 4.1, 4.2 **Funding Sources:** PRE-KINDERGARTEN CO-TEACHER (Alejandra Flores) - Federal Grant - $27,355.68, PRE-KINDERGARTEN TEACHER (Alma Garza) - Federal Grant - $57,500, PRE-KINDERGARTEN CO-TEACHER (Veronica Ramirez) - Federal Grant - $32,551.20, PRE-KINDERGARTEN TEACHER (Nadia Vasquez) - Federal Grant - $57,500, INTERVENTIONIST CO-TEACHER (Jacqueline Tafolla) - Federal Grant - $24,171.84		15%	30%		
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Goal 4: Increase student persistence

Performance Objective 1: 90% of new students will persist at Idea Academy Alamo

    High Priority

    Evaluation Data Sources: Locus dashboard, PowerSchool enrollment, Mission List

Strategy 1 Details	Reviews			
Strategy 1: Increase parent communication by the use of Parent communication logs updated weekly with 3 positive calls from all staff/teachers	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: increased participation at school events/strong partnerships are built with parents and students
    Staff Responsible for Monitoring: Counselor
 	
    Title I:
    4.1, 4.2
     - **ESF Levers:**
    Lever 3: Positive School Culture
    Problem Statements: Demographics 1 - Perceptions 1
    Funding Sources: PRE-KINDERGARTEN TEACHER (Nadia Vasquez) - Federal Grant - $57,500, PRE-KINDERGARTEN TEACHER (Alma Garza) - Federal Grant - $57,500, PRE-KINDERGARTEN CO-TEACHER (Alejandra Flores) - Federal Grant - $27,355.68, PRE-KINDERGARTEN CO-TEACHER (Veronica Ramirez) - Federal Grant - $32,551.20, INTERVENTIONIST (Sara Barajas) - Federal Grant - $60,500
	25%	40%		

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Less than 90% new student persistence. **Root Cause**: Communication during recruitment process is not clear in regards to what our school offers and doesn't offer.
Perceptions
Problem Statement 1: Less than 50% parent participation or feedback for in school events **Root Cause**: Data tracking systems for family events do not focus on collecting attendance unless its a structured meeting.

Goal 4: Increase student persistence

Performance Objective 2: Increase parent satisfaction through strong customer service.

High Priority

Evaluation Data Sources: Parent communication logs and student persistence.

Strategy 1 Details			Reviews			
Strategy 1: Follow the district discipline management flowchart to ensure all required steps are followed within 24 hours to have a strong parent communication process.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents give school A rating on parent surveys **Staff Responsible for Monitoring:** Counselor **Title I:** 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture			**Oct**	**Jan**	**Mar**	**June**
			50%	100%	100%	
0% No Progress	100% Accomplished	Continue/Modify	Discontinue			

Goal 4: Increase student persistence

Performance Objective 3: 100% of students and staff feel physically and emotionally safe to achieve our mission.

Strategy 1 Details	Reviews			
Strategy 1: Upgrade campus security at all levels.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 90+ rating on Parent and student surveys	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor and APO	20%	35%		
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 4: Increase student persistence

Performance Objective 4: Increase student fitness assessment data.

Strategy 1 Details	Reviews			

Strategy 1: Create opportunities for student participation in physical activity outside of PE and recess, through campus celebrations and events.
    Strategy's Expected Result/Impact: Fitness gram goal is met
    Staff Responsible for Monitoring: Coaches and Principal
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	30%	45%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 5: Increase staff retention

Performance Objective 1: 87% of staff will agree that IDEA Academy Alamo is a Great Place to Work.

    High Priority

    Evaluation Data Sources: GPTW survey, 2x2 feedback during check ins

Strategy 1 Details	Reviews			
Strategy 1: Build strong relationships with staff members through daily and weekly touchpoint opportunities with leaders.	**Formative**			**Summative**
Strategy's Expected Result/Impact: GPTW survey results and participation in school events.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All lead team and GTLs **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1, 2	50%	70%		

Strategy 2 Details	Reviews			
Strategy 2: Create scheduled opportunities for recognition and opportunities for growth throughout the year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase staff morale and GPTW survey	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Lead Team and GTLs **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1	25%	40%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff feels overwhelmed with the amount of time it takes to prepare for lesson plans. **Root Cause**: Leadership team has not provided enough professional development to build proficient/advanced skill that will allow teachers to plan more efficiently.

School Processes & Programs
Problem Statement 2: There is a gap in teacher pedagogy outside of instructional strategies. **Root Cause**: District focus is on instructional pedagogy and campus does the same and therefore teachers struggle with other issues such and SPED process and behavior strategies

Goal 5: Increase staff retention

Performance Objective 2: 100% of teachers earn a proficient overall rating in GET by EOY

High Priority

Evaluation Data Sources: Teachboost and EOY APR

Strategy 1 Details		Reviews			
Strategy 1: Provide high quality PD and implement coaching cycle to ensure teachers are given the practice they need to master skills.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Teachers attend all PDs and earn proficient ratings **Staff Responsible for Monitoring:** ILT and district coaches. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2		50%	60%		
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Staff feels overwhelmed with the amount of time it takes to prepare for lesson plans. **Root Cause**: Leadership team has not provided enough professional development to build proficient/advanced skill that will allow teachers to plan more efficiently.
Problem Statement 2: There is a gap in teacher pedagogy outside of instructional strategies. **Root Cause**: District focus is on instructional pedagogy and campus does the same and therefore teachers struggle with other issues such and SPED process and behavior strategies

Title I Personnel

Name	Position	Program	FTE
Alejandra Flores	PK CO-TEACHER	Title 1	1
Alma Garza	Pre-Kindergarten Teacher	Title I	1
Jacqueline Tafolla	Interventionist Co-Teacher	Title 1	1
Kriti Villanueva	ILearning Hotspot Facilitator	Title I	1
Nadia Vasquez	Pre-Kindergarten Teacher	Title I	1
Nathan Martinez	AR Zone Facilitator	Title I	1
Sara Barajas	INTERVENTIONIST	Title 1	1
Veronica Ramirez	PK CO-TEACHER	Title 1	1

Campus Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Hotspot Facilitator (Kristi Villanueva)		$32,852.16
1	1	1	AR Zone Facilitatator (Nathan Martinez)		$32,614.56
1	3	1	Hotspot Facilitator (Kristi Villanueva)		$32,852.16
1	3	1	Interventionist (Sara Barajas)		$60,500.00
3	2	1	INTERVENTIONIST CO-TEACHER (Jacqueline Tafolla)		$24,171.84
3	2	1	PRE-KINDERGARTEN TEACHER (Nadia Vasquez)		$57,500.00
3	2	1	PRE-KINDERGARTEN TEACHER (Alma Garza)		$57,500.00
3	2	1	PRE-KINDERGARTEN CO-TEACHER (Veronica Ramirez)		$32,551.20
3	2	1	PRE-KINDERGARTEN CO-TEACHER (Alejandra Flores)		$27,355.68
4	1	1	PRE-KINDERGARTEN CO-TEACHER (Veronica Ramirez)		$32,551.20
4	1	1	INTERVENTIONIST (Sara Barajas)		$60,500.00
4	1	1	PRE-KINDERGARTEN TEACHER (Nadia Vasquez)		$57,500.00
4	1	1	PRE-KINDERGARTEN CO-TEACHER (Alejandra Flores)		$27,355.68
4	1	1	PRE-KINDERGARTEN TEACHER (Alma Garza)		$57,500.00
				Sub-Total	$593,304.48

Addendums

Master CNA & SAIP Reporting Checklist

	PTG	67%	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	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. 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.	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. 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.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	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. 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	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		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.	Complete		Action Required	

Last Updated 8/26/2022

Idea Academy Alamo
2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2C	LLI Fountas and Pinnell	S	All	Roxanna Castaneda, API	BOY/EOY	$30,000	Weekly Reports	Ren Star Results
2A	Staff Culture Plan	O	All	Doria Gonzalez, API	BOY/EOY	$ 7,000.00		GPTW surveys
2C, 2B	Parent Investment Plans	O	All	Amanda Champion, SC	BOY/EOY	$ 3,000.00	Persistence Reports	TCP Parent Surveys
2B, 2C	Student Incentive Plans	O	All	Amanda Champion, SC	BOY/EOY	$ 10,000.00	ADA and Persistence Reports	TCP Student Surveys
	Imagine Learning	RR	All	Jocelyn Garza	BOY/EOY	Human/Fiscal	Weekly Reports	Monthly Reports

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

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

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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	100%	93	93	87	66%	Met

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	59%	66%	72%	59%	Not Met	
% Meets	29%	25%	39%			
% Masters	9%	11%	10%			
% Student Achievement Average	32%	34%	40%			
% Meet 2 year growth	N/A	74%	96%			

Data Source: CSI Academy	
	Math AC CSI
% CSI (EOY Ren.)	NA
% of CSI Passing STAAR	NA
% of SPED Passing STAAR	NA

Reflections		
Areas of Strength	Areas of Need	
PK-Distar		
1. *PreK - met district goal for eoy. 2. Constant communication with parents for testing and intervention	1. Pk- poor attendance.	
1. Exposing students to all numbers 1-30 since BOY	1. Working closely with our co-teacher to provide additional	
K-2nd Eureka		

	*Kinder had 2 teachers teaching Eureka for first time new at planning.
*Kinder met Eureka achivement goal for eoy. *1st/2nd -veteral teachers planning and delivering lessons. *1st grade Mr.. Salinas able to cover math teachers' maternity leave for beginning of year.	1st/2nd grade- did not met AS goal *1st/2nd had teachers on maternity leave- 1 teacher for grade level/sub as facilitator. *large percentage of 1st/2nd students are emergent readers/writers and *scored low on written statements questions.

3rd-5th Math	
*Kinder met Eureka achivement goal for eoy. *1st/2nd -veteral teachers planning and delivering lessons. *1st grade Mr.. Salinas able to cover math teachers' maternity leave for beginning of year.	*Kinder had 2 teachers teaching Eureka for first time new at planning. 1st/2nd grade- did not met AS goal *1st/2nd had teachers on maternity leave- 1 teacher for grade level/sub as facilitator. *large percentage of 1st/2nd students are emergent readers/writers and *scored low on written statements

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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	**100%**	**98%**	**64%**	**91%**	20%	76%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					Met	Met

Data Source: STAAR					
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	Writing Grade 3	Writing Grade 4	
% Approaches	72%	88%	83%	88%	86%	
% Meets	37%	66%	61%	28%	53%	
% Masters	17%	34%	36%	8%	33%	
% Student Achievement Average	42%	63%	60%	41%	57%	

Data Source: CSI	
% Meeting CSI Goal	**Reading AC CSI**
% CSI (EOY Ren.)	22%
% of CSI Passing STAAR	49%

Reflections	
Areas of Strength	**Areas of Need**
PK-K DI	
1. Pre-K 100% and Kinder 98% of students met the end of the year goal. 2. Constant communication with parents when students were absent. 3. Kinder-In-person Intervention-after school Tutoring gains in LP. 4. Coteacher role in DI teachign additional groups with new schedue. 5. Re-grouping as needed based on data.	1. Parent call log for communiction accountability. 2. Low attendance BOY and January due to COVID cases. 3. DI reading level and grades reported on report card. 4. New program for teachers. Backwards planning needs improvement.
Areas of Strength **1st-2nd DI** **Areas of Need**	

1)1st grade met goal 91% 2) 1st grade grade increase from 0% to 64% at EOY. 3). Constant communication with parents when students were absent and impact on academics. 4). Kinder -2nd grade -In-person Intervention-after school Tutoring gains in LP. 5) Coteacher role in DI teachign additional groups with new schedue. 6). FC implementation starting Q2 7 Re-grouping as needed based on data.	*43% of 1st grade students did not meet EOY goal. *Low attendance BOY and January due to COVID cases. * Gaps were too big to be closed completely in one year.

3rd-5th Reading

1. Above 90% in student participation for all semester and mock exams 2. Targeted weekly reteach with tracking after mock exam 3. Focused coaching on aligning CFS to reteach ⬚ ⬚ ⬚	1. Tutoring starting early in October 2. Continue coaching and developing with literacy coach around CFS and implementing reading strategies to boost skill in the ELA classrooms 3. Small Group reteach after formative assessements

3rd & 4th Writing

1. Teacher created an aligned scope and sequence to target Writing skills. 2. Teachers followed scope and sequence on HUB for skills 3. Teachers completed publishing parties for students	1. Integrate reading responses using Gretchen Burnabai stems to respond to W&W texts. 2. Create skills Do Nows based on W& W content 3. Follow Writer's Toolsbox in order to close any gaps that are found in BAW

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	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	NA	99/99/94	95/38/58	59/54/6	87/66/36	66/23/6

Data Source: Science 3-5		
	STAAR Science Grade 5	
% Approaches	74%	
% Meets	44%	
% Masters	26%	
% Student Achievement Average	48%	

Reflections

K-2nd Amplify Science

Areas of Strength	Areas of Need
*Kinder1st grade -EOY final exam-met achievement score goal. * Resources provided for all lessons by district. * Teachers attended training for course collab and biweekly seminars. * Student engagement was high for subject.	*2nd grade struggled with content. Backwards planning not in place. *2nd grade teacher on maternity leave. *Internalization of unit. * Data not tracked on regular basis.

3rd-4th Science

Areas of Strength	Areas of Need
1. 3rd grade Science assessments trending above the district. 2. Engaging labs to introduce new objectives. 3. All manipulatives for labs and material resources provided by district.	1. Bi-weekly webinars were a struggle for teachers (supporting tutorials) to attend. 2. Unit plans in Science were not being uploaded in advance for teachers to prepare/internalize within enough time. 3. Daily student mastery not tracked through ETs.

5th Science

Areas of Strength	Areas of Need
•Teachers Knowledge and Skills in the content •Basic Science Equipment and tools Available •District Scope & Sequence alignment with TEKS •KDA lesson breakdowns •Bi-Weekly Data convos (after exams) •District Course Collaboration days	1. Lack of hands on labs. 2. Materials arrived late. 3. Priority Math and Reading to target low performing students.

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	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	NA	100/100/95	100/93/97	94/80/62	63/38/27	90/77/59	94/85/67

Reflections

K-2nd Social Studies	
Areas of Strength	**Areas of Need**
*k-2nd grade -EOY final exam-met 90/60/30 Achievement score goal. *Student engagement with content.	*Students not completing tests/assginments. -This affected 2nd grade tremendously. * Unit plans in social studies were not being uploaded in advance for teachers to prepare/internalize within enough time. 3. Daily student mastery not tracked through ETs.

3rd-5th Social Studies	
Areas of Strength	**Areas of Need**
1. 4th and 5th grade Social Studies assessments trending above the district for all units. 2. Unit Projects at the end of each unit. 3. Writing across the curriculum was seen daily.	1. Bi-weekly webinars were a struggle for teachers (supporting tutorials) to attend. 2. Teacher out on FMLA for 2 units in 4th. 3. Daily student mastery not tracked through ETs.

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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	12%	21%	19%	0%	36%
% Intermediate	22%	45%	38%	21%	
% Advanced	42%	28%	27%	63%	
% Advanced High	24%	7%	16%	16%	

Reflections	
Areas of Strength	**Areas of Need**
1. Growth Goal was met at a 36%	1. Since so many of our students are ELs we don't do a good job of differentiating for our students.
2. Teachers know who their students are.	2. Lesson planning doesn't have section to name interventions for Els.
3	3

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	82%
% Campus Support Retention	100%
% SPED Teachers	66%
% State/National Certified Teachers	0%
% State Certified Leaders	0%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	

Reflection	
Areas of Strength	**Areas of Need**
Teacher recognition on FB, Teacher Weekly, EOY TCP, TOY, & CO-TOY Recognition Out of Uniform Days for Staff as Incentives Early Dismissal Tickets as Incentives Shout Outs during Staff Meetings, Teacher Weekly Staff Surveys	Teacher Dojo Store Return to Griffin Nights Return to BOY & EOY Staff Create a box for people to put their questions and opinions and go over them with team leaders during bi-weekly meetings to make adjustments or changes to what we are doing⬚ Discuss with staff what each of these questions really mean and what it needs to look like in action for them to feel that their needs are being met.
3	3

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Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.09%
% Overall Persistence	96.02%
% New Student Persistence	85.88%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	3.86%
% ELL	68.90%
% Eco Dis	94.30%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% White-Hispanic	95.10%
% Multi	0%
% Black-African-American	0%
% Native-Hawaiian-Pacific-Islander	0%
% White	4.80%
% Male	49.03%
% Female	50.90%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
Student of the Week (PW & FB)	Uniform Behavior Tracking System (rewards & consequences)
Trunk or Treat	Schoolwide Assemblies
Turkey Basket Giveaway	Unifom Expecations & Follow Through (varied by grade
Teacher Treats (Random are appreciated)	
STAAR Field D	

STAAR Field Day Out of Uniform Days as Awards (students & staff) EOY TCP, TOTY, & COTOTY Celebrations Dr. Seuss Celebrations Spirit Weeks to boost attendance	level) Coupons/Certificates for Student Accomplishments Dr Seuss Week Celebrations Schoolwide Field Day Griffin & Special Olympics Implementation

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Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	80%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	90%
% Families who attended Thanksgiving Feast	85%
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	**Areas of Need**
Parent Communication (Remind, Class Dojo, Parent Weekly, Grade Level Weekly, FB) Facebook Student of the Week Posts	Parent Technology Skills Return to In Person Events Return to Parents on Campus Revised Family Engagement Calendar of Events