IDEA Public Schools

Amber Creek Academy

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: October 21, 2022
Public Presentation Date: September 8, 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

Demographics

Demographics Summary

IDEA Robinson Academy is a public charter school that currently provides high quality education for grades K-2 in the San Antonio Region. Our mission is to ensure that we are closing the acheivement by getting scholars to acheive academic success by having scholars end the year on or above grade level year after year. Doing so ensures we are fulling our missoin of 100% of our scholars getting to and through college.

Scholar Demographics

% SPED	**4% (11/274)**
% ELL	11% (32/274)
% Eco Dis	60.07%
% Migrant	0
% Race: American-Indian-Alaska-Native	0.003% (1/274)
% Asian	0.003 (1/274)
% White-Hispanic	0.74 (205/273)
% Multi	0
% Black-African-American	0.17 (49/274)
% Native-Hawaiian-Pacific-Islander	0.01 (3/273)
% White	0.05 (15/274)
% Male	0.56% (154/274)
% Female	0.43% (120/274)

Demographics Strengths

We serve a diverse group of families and scholars.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): For the 21-22 school year we only had 68.11% of our scholars persist with us for the 22-23 school year. **Root Cause:** We lacked clear operating

mechanisms to address parent concerns in a timely manner.

Problem Statement 2 (Prioritized): For the 21-22 school our average daily attendance ended at 90.63% meaning 10% of our scholars were absent an any given day. **Root Cause:** We lacked accountability and implementation with our ADA matrix.

Student Learning

Student Learning Summary

For the 21-22 school year our PK-1st grade scholars were able to hit all their academic goals in all contents.

Student Learning Strengths

See PDF in Addendum for more information".

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lack of specific content led professional development sessions for teachers due to conflicting campus schedules. **Root Cause:** Campus wide teacher schedules were not created to have collaborate planning time due to different teaching models in each grade level.

Problem Statement 2 (Prioritized): Lack of scholar resources to deliver lessons due to not having an efficient operating mechanism for teachers. **Root Cause:** Teachers did not internalize future lessons with enough time to put in a request for all scholars to have the manipulatives /resources needed to engage in the lesson as written.

School Processes & Programs

School Processes & Programs Summary

Leaders are developed by engaging in their own professional devleopment lead by their campus principals and district leaders to ensure they are able to lead teachers to deliver classroom results. Teachers engage in professional development year long, through campus wide professional development and consistent feedback cycles from daily observations.

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 reatins 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): Leaders and staff lacked detailed, clear and consistent communication with team members. **Root Cause:** Lack of clear operating mechanisms for communication.

Problem Statement 2 (Prioritized): Our staff members were not able to consistently colloborate with eachother. **Root Cause:** Our schedule for the 21-22 school year was not set up to allow aligned planning times for contents or grade levels.

Perceptions

Perceptions Summary

For the 21-22 school year we were able to achieve 90% instructional staff retention to support scholars academic needs. We also strive to ensure we build strong community relationships by partnering with them on school related events to build team and family.

Perceptions Strengths

See the PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to increase the amount of family engagement events for our scholars and families due to family indications through surveys. **Root Cause:** Lack of proactive planning for family engagement events.

Problem Statement 2 (Prioritized): Families were not notified with enough advance notice to engage in family engagement events. **Root Cause:** Lack of clear operating mechanism for communication with families.

Priority Problem Statements

Problem Statement 1: For the 21-22 school year we only had 68.11% of our scholars persist with us for the 22-23 school year.
Root Cause 1: We lacked clear operating mechanisms to address parent concerns in a timely manner.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Leaders and staff lacked detailed, clear and consistent communication with team members.
Root Cause 2: Lack of clear operating mechanisms for communication.
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a need to increase the amount of family engagement events for our scholars and families due to family indications through surveys.
Root Cause 3: Lack of proactive planning for family engagement events.
Problem Statement 3 Areas: Perceptions

Problem Statement 4: Families were not notified with enough advance notice to engage in family engagement events.
Root Cause 4: Lack of clear operating mechanism for communication with families.
Problem Statement 4 Areas: Perceptions

Problem Statement 5: Lack of specific content led professional development sessions for teachers due to conflicting campus schedules.
Root Cause 5: Campus wide teacher schedules were not created to have collaborate planning time due to different teaching models in each grade level.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: For the 21-22 school our average daily attendance ended at 90.63% meaning 10% of our scholars were absent an any given day.
Root Cause 6: We lacked accountability and implementation with our ADA matrix.
Problem Statement 6 Areas: Demographics

Problem Statement 7: Our staff members were not able to consistently colloborate with eachother.
Root Cause 7: Our schedule for the 21-22 school year was not set up to allow aligned planning times for contents or grade levels.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Lack of scholar resources to deliver lessons due to not having an efficient operating mechanism for teachers.
Root Cause 8: Teachers did not internalize future lessons with enough time to put in a request for all scholars to have the manipulatives /resources needed to engage in the lesson as written.

Problem Statement 8 Areas: Student Learning

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

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of all IDEA Robinson staff will return for the 22-23 school year.

High Priority

Evaluation Data Sources: Check In Documents
Cornerstone
Great Place to Work Surveys

Strategy 1 Details	Reviews			
Strategy 1: On going professional development	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase staff retention	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, API, SSA, APO **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Leaders and staff lacked detailed, clear and consistent communication with team members. **Root Cause**: Lack of clear operating mechanisms for communication.

Goal 2: Meet full enrollment

Performance Objective 1: IDEA Robinson Academy will meet 100% enrollment by the 10th day of school.

    High Priority

Strategy 1 Details			Reviews		
Strategy 1: Staff members will fully participate in recruitment events throughout the year.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase enrollment for academy.			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Enrollment coordinator, APO, Principals **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1						
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Leaders and staff lacked detailed, clear and consistent communication with team members. **Root Cause**: Lack of clear operating mechanisms for communication.

Goal 2: Meet full enrollment

Performance Objective 2: Increase academic growth performance for all our special education scholars by ensuring they are enrolled by the 10th day of school.

    High Priority

Strategy 1 Details				Reviews			
Strategy 1: Effective in class supports for scholars and interventions based off daily data tracking.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Special education scholars meet IEP goals and increase their overall achievement performance for assessments. **Staff Responsible for Monitoring:** General education teachers, special education teachers, lead team. **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math				**Oct**	**Jan**	**Mar**	**June**
0% No Progress		100% Accomplished		→ Continue/Modify		✕ Discontinue	

Goal 3: IDEA achieves an A rating

Performance Objective 1: 90% of all K-2 scholars will end the school year on or above grade level in direct instruction and will earn an overall 90/60/30 achievement average for all end of module assessments.

High Priority

Evaluation Data Sources: DI Data Command Center
IDEA testing platform
Locus Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Effective weekly coaching cycle (obs. Feedback, action steps, real-time coaching, lesson rehearsals, etc.)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase/maintain our A rated status	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, APIs, instructional staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools **Problem Statements:** Student Learning 1				

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Lack of specific content led professional development sessions for teachers due to conflicting campus schedules. **Root Cause**: Campus wide teacher schedules were not created to have collaborate planning time due to different teaching models in each grade level.

Goal 3: IDEA achieves an A rating

Performance Objective 2: Ensure that their is performance growth in achievement data for 3rd grade Math and Reading STAAR assessments.

    High Priority

Strategy 1 Details			Reviews			
Strategy 1: Provided targeted intervention supports for scholars to close academic gaps.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase STAAR results for 3rd grade scholars.			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional staff of 3rd grade scholars and lead team members. **TEA Priorities:** Build a foundation of reading and math **- Targeted Support Strategy**						
	0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 4: Increase student daily attendance

Performance Objective 1: Have scholars Obtain at least a 97% average daily attendance for the 22-23 school year.

High Priority

Evaluation Data Sources: Powerschool
ADA matrix
Locus Dashboards

Strategy 1 Details	Reviews			
Strategy 1: Posting data in high level traffic areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase average daily attendance for scholars.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SIS and APO **Title I:** 2.5 - TEA Priorities: Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Consistent implementation of ADA matrix	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase daily scholar attendance rate	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SIS, APO, Instructional staff **Title I:** 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1				

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

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Leaders and staff lacked detailed, clear and consistent communication with team members. **Root Cause**: Lack of clear operating mechanisms for communication.

Goal 5: Increase student persistence

Performance Objective 1: Ensure that at least 90% of all scholars for the 22-23 school year will return back to IDEA Robinson for the 23-24 school year.

    High Priority

    Evaluation Data Sources: Mission Lists
Locus Dashboards

Strategy 1 Details	Reviews			
Strategy 1: Lead parent conversations and problem solve to ensure the needs of students and families are met.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase scholar persistence rate.	**Oct**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: SSA, APO, Instructional Staff
 	
    Title I:
2.6, 4.2
    Problem Statements: Demographics 1				

Strategy 2 Details	Reviews			
Strategy 2: Coordinate with EC and APO to ensure 100% of new student and families receive high quality on-boarding.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase scholar persistence rate.	**Oct**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: SSA, APO, Instructional Staff
 	
    Title I:
2.6, 4.1, 4.2
    - TEA Priorities:
Build a foundation of reading and math
    Problem Statements: Demographics 1				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: For the 21-22 school year we only had 68.11% of our scholars persist with us for the 22-23 school year. **Root Cause**: We lacked clear operating mechanisms to address parent concerns in a timely manner.

Goal 5: Increase student persistence

Performance Objective 2: Provide scholars a safe learning environment to support awareness of violence prevention and interventions.

    High Priority

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers training to identify, report, and address scholar needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Positive impact scholar environments. **Staff Responsible for Monitoring:** SSA, teachers, and lead team. **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals	**Oct**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue	

Goal 5: Increase student persistence

Performance Objective 3: Provide scholars a learning environment that supports healthy habits.

Strategy 1 Details		Reviews			

Strategy 1: Ensure scholars are engaged in learning about healthy habits through direct teaching and provide scholars the opportunity to engage in daily physical activities.
 	
    Strategy's Expected Result/Impact: Increase awareness of healthy habits for scholars and parents.
    Staff Responsible for Monitoring: PE instructional staff and lead team.
 	
    Title I:
2.5, 2.6
     - TEA Priorities:
Connect high school to career and college
		Formative			**Summative**

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

Addendums

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	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.	Pending		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.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		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.	Pending		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.	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	

Idea Amber Creek Academy
2021-22 Student Achievement Improvement Plan
ACADEMY

	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%

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	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	**NA**	**100/92/77**	**100/81/46**	**NA**	**94%**	61/64
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	NA	NA	NA	NA	NA	
% Meets	NA	NA	NA			
% Masters	NA	NA	NA			
% Student Achievement Average	NA	NA	NA			
% Meet 2 year growth	NA	NA	NA			
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**
1. Campus was consistent with data analysis of assessments	1. Develop a clear internalization process. (build it as a campus and include a one pager exemplar with expectations)
2. District curriculum is engaging for students. All Resources provided	2. Lack of planning to prepare for resources (manipulatives) needed for the lesson.
3 District curiculum is scafolded to build knowledge year to year.	3.Daily huddles for exit ticket sorts.

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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%	85%	69%	NA		97%
					RR Goal Met/Not Met	WM Goal Met/Not Met
						63/64

Data Source: STAAR				
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4
% Approaches	NA	NA	NA	NA
% Meets	NA	NA	NA	NA
% Masters	NA	NA	NA	NA
SAS	NA	NA	NA	NA
% Student Achievement Average	NA	NA	NA	NA

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

Reflections	
Areas of Strength	**Areas of Need**
1. Campus had a strategic backwards plan mapped out for the week to hit benchmark goals. Plan was	1. The district training for the direct instruction for new teachers was lacking in a lot of what the program entailed. More
2. All teachers exhibitied flexibility with regouping and schedule changes when students were tested up or pushed back. Multiple grade level teachers offered support to give individualized interventions to small groups.	2. Set up a system and procedure to regualrly placement test students to see their on track levels.
3. Campus engaged in daily data huddles and Reading teachers engaged in lesson rehersals 3x a week to ensure a strong first teach.	3. Hosting a curriculum Night for parents to have a better understanding of our reading and ELA programs. Separate the information by Quarter so parents know how to suppor. If families can not show up create a curriculum flyer that has a synopsis of what was covered during the event.

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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	-	94/73/50	90/63/50	NA	NA	NA
Data Source: Science 3-5						

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

Reflections	
Areas of Strength	**Areas of Need**
1. Teachers were provided with the materials needed to deliver each lesson	1. When conducting projects, there was not enough time in the rotations to complete the project.
2. Students enjoyed the district curriculum for science. All lessons were interactive which lead to high engagement.	2. Lack of teacher prepping to have all resources avaialble in a timely manner for lessons/projects
3. Assessments were aligned to curriculum lessons.	3. More professional development on the content or planning time to thoroughly unpack the unit.

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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		100/100/100	100/97/96	NA	NA	NA	NA

Reflections	
Areas of Strength	**Areas of Need**
1. The district curriculumn allowed students to explore diversity.	1. More professional development on the content to thoroughly unpack the unit.☐
2. Students enjoyed the district curriculum for humanities. Lessons were full of fun facts and details which lead to high engagement.	2. There is a need for more planning time for teachers who teach multiple subjects to internalize the content and plan accordingly.
3. Assessments were aligned to curriculum lessons.	3. More time in the class period to deliver the lesson in its entirety.

Idea Amber Creek Academy

Comprehensive Needs Assessment **ACADEMY**				
TELPAS Composite Rating (Listening, Speaking, Reading, Writing) K-1				
	Listening	**Speaking**	**Reading**	**Writing**	**% of ELL Students who grew one or more levels**
% Beginning	2/9= 22%	1/9=11%	0/9=0%	2/9= 22%	NA
% Intermediate	5/9= 55%	5/9=55%	7/9=77%	7/9=77%	NA
% Advanced	2/9= 22%	3/9=33%	2/9=22%	0/9= 0%	NA
% Advanced High	0/9=0%	0/9=0%	0/9=0%	0/9=0%	NA

Reflections	
Areas of Strength	**Areas of Need**
1. Teachers completed Rating before TELPAS window closed	1. Bilingual Certified Teachers
2. Teachers utilized their PLD's to rate holistically.	2. Handful of teachers trained in Pre-Las and Las assessments
3. Testing Coordinator is on top of calendar deadlines.	3. Better training for LPAC Comitee/ Staff was shifting throughout the year

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	85.71%
% Instructional Support Retention	100.00%
% Teacher Retention	81.82%
% Campus Support Retention	85%
% SPED Teachers	67%
% State/National Certified Teachers	
% State Certified Leaders	
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflection	
Areas of Strength	**Areas of Need**
1. Everybody has a person they can trust at work	1. Sweating the small stuff when it comes to communication and organization(detailed, clear and consistent)
2.Staff that was hired fits in well.	2. Having a better Work/ Life balance
3. People look forward to coming to work	3. More team building with all staff

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Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.67%
% Overall Persistence	85.36%
% New Student Persistence	85.05%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	4% (11/274)
% ELL	11% (32/274)
% Eco Dis	60.07%
% Migrant	0
% Race: American-Indian-Alaska-Native	0.003% (1/274)
% Asian	0.003 (1/274)
% White-Hispanic	0.74 (205/273)
% Multi	0
% Black-African-American	0.17 (49/274)
% Native-Hawaiian-Pacific-Islander	0.01 (3/273)
% White	0.05 (15/274)
% Male	0.56% (154/274)
% Female	0.43% (120/274)

Data Source: School Culture and Climate		
Reflections		
Areas of Strength	**Areas of Need**	*behvior
1 Relationships between staff and families	1. Management involves other stakeholders in decisions that involve their job.	
2. We had strong Incentives (ADA, Dojo points, annual f	2 Having more family engagment specific to lead team building relationships	
3. We had strong family engagement events (fall fest, sprir		
	3 Accountability with campus expecations for all staff	

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Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	53%
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	96%
% Families who attended Fall Festival	72%
% Families who attended Winter Festival	NA
% Families who attended Spring Festival	53%

Reflection	
Areas of Strength	Areas of Need
Strong Community Involvement- local vendors, Parents ☐	1.More family involvement- Push incentives, share benefits, get scholars involved (in house and out,),
2. Communicating with familes through multiple communicaiton systems (flyers sent hme, remind messages, class dojo)	2. Have a year long calendar for all campus events.
3. Campus events were well organized and supported by ALL staff	3. Inform all stakeholders of campus events at least 1 month in advance and update with reminders bi-weekly,