

IDEA Public Schools

Brownsville Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
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 9, 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.

Fostering a Community of Lifelong Learners

IDEA Brownsville Academy will foster opportunities for parents, students, and staff to become a community of lifelong learners. Bobcats will learn to articulate their emotions and academic needs as well as support each other through encouraging acts of kindness and open communication. IDEA Bobcats will participate in a school community built on three pillars:

Love of Learning

Continuous Improvement

School Connectedness

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**

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We bring **Joy**
We **Sweat the Small Stuff**

We believe that:â€‹ Character & Cultural Competence Build Great Citizensâ€‹, Responding to Diverse Needs Promotes Equityâ€‹, Reflective Decisions Drive Continuous Improvement.

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Comprehensive Needs Assessment

Revised/Approved: September 9, 2022

Demographics

Demographics Summary

IDEA Brownsville Academy is part of the IDEA Public Schools open charter school district. Our campus was founded in 2012 and serves students from kinder through 5th grade. Our approximate enrollment is 710 students; 54% males and 46% females. The demographics in our campus is comprised of the following: 59% at-risk, 6% special education, 74.9% economically disadvantaged, 51% emergent bilinguals, 95.8% Hispanic, 3.2% white, 3.4% Pacific Islander, 1.1% African-American, and 3 other groups with less than 1% population. Our new students are selected through lottery in February after the registration period that runs from September to January.

The average daily attendance for IDEA Brownsville Academy for the 21-22 school year was 92%. Mobility rate is less than 5%. Our discipline records show a total of 45 incidents out of which 24 were out of school suspensions and 21 were in-school suspensions. Our total student attrition was 69 students, equal to 10%.

The average number of student to teacher ratio is 27. Our staff is comprised of 32 full-time teachers (6 males and 26 females) and 13 co-teachers along with 2 RISE units (lifeskills) serving students K-5. Close to 55% of the staff has been teaching between 6-10 years and 19% have taught less than 5 years. The majority of the staff identifies Hispanic (84%) and 14% white. Students in grades 1st-5th have a teacher per subject, while only kindergarten is self-contained. Our teacher retention is 86%. While not all teachers are certified, they all hold a four-year degree and 4% hold a masters. Ten out of thirteen co-teachers hold a bachelors degree while the other 3 hold an associates.

Among the different supplemental programs offered are a bilingual program for transitional late exit, ESL services, Special Education, and an After School Program including tutorial, sports, dance, cheer, music, art, chess, and coding classes. There are multiple student clubs specific to age groups.

See PDF in Addendum for more information.

Demographics Strengths

*Staff retention rates have been steadily over 85% for the past 4 years.

*Four staff members received an ESL certification last year to target the needs of our growing bilingual population.

*Balance of varying degrees of years of experience among staff- experienced and new.

*Assistance and support provided to striving learners in all grade levels throughout the entire school year.

*Equity in after school programs offered K-5.

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Average Daily Attendance is below 97% which affects instruction. There is a need to improve attendance. **Root Cause:** COVID quarantines reduced the ADA for all grade levels. Lack of communication around implications for excessive absences.

Problem Statement 2: There is a need to increase Parent Engagement. Parents were unable to engage frequently with teachers and students during events which created a gap in our family engagement goals. **Root Cause:** There were limited visitors allowed on campus for both safety and health reasons. There has been a rise in safety concerns across the state and opening up our doors to the public come with a series of improvements to ensure safety.

Problem Statement 3 (Prioritized): There is a need to continually review our strategies to support special education students who did not meet standards in every content in STAAR tests. **Root Cause:** Interventions and remediations are not addressing the multiple learning gaps.

Problem Statement 4: There is a need to remain culturally aware of our learner needs. Students who are not coded as economically disadvantaged are outperforming other student population. **Root Cause:** Not enough opportunities are provided for student to make connections to existing background knowledge.

Student Learning

Student Learning Summary

Student progress at IDEA Brownsville Academy as evidenced by the latest state accountability ratings shows an increase from an 88 to a 97 score with 100% participation rate. Our student achievement score was an 89 broken down as follows: 85% approaches, 58% meets, and 33% masters in all subjects. With a total of 377 tests we earned 342 points for school progress placing us at a 95 out of 100. We also scored 100/100 in closing the gaps meeting the targets for every major group in our school demographics including 42% of our English Language Learners making at least one year progress in TELPAS.

This has been a significant improvement from prior years in which only the Reading targets have been met and there has been limited student growth. This year every target was met for every group showing an increase in student academic growth in both reading and math. A distinction designation was earned for every category making this the first year since 2018 that the campus meets six out of six distinctions: math, ELA, science, growth, gaps, and post secondary readiness.

Regarding our K-2 students, over 90% of both kinder and second graders ended the school year on or above grade level according to our district curriculum guidelines and DIBELS testing. Math assessments demonstrate that at least 50% of our students ended the year on or above grade level and the rest need additional support in preparedness for the next grade level.

Our retention rate for the 21-22 school year was less than 2% and all students are currently placed in RtI.

As we embark in the 22-23 school year, we will continue to collect data through the use of:

- Ren Star
- Panorama Results
- STAAR/TELPAS
- Grades
- RtI progress monitoring
- HB 4545 tracker

See PDF in Addendum for more information.

Student Learning Strengths

- *The use of Imagine Learning software has proven to help close gaps by at least a school year with regular use and monitoring. We received recognition for highest usage 3 months last year and there was a direct correlation between student usage and academic growth.
- *There has been a quick turnaround for students receiving RtI and qualifying for special education referral as well as those continuing with interventions.
- *All targets for reading and math were met in STAAR testing and six out six distinction designations received in state accountability.

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to reduce number of students who missed questions in STAAR in both reading and math due to limited vocabulary. **Root Cause:** Teachers need training in bilingual strategies and setting challenging and rigorous learning targets due to the varying abilities, prior knowledge and limited vocabulary in EL students and other populations.

Problem Statement 2 (Prioritized): There is a need to improve our instructional strategies and teacher coaching & development to increase Science performance in STAAR. **Root Cause:** Inconsistent and late coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.

Problem Statement 3 (Prioritized): There is a need to support our families with extraordinary family needs; 48% of our current second graders ended the year below grade level in reading. **Root Cause:** Our teachers lack skills in making strong connections of student/family needs and in providing possible community and instructional resources.

Problem Statement 4 (Prioritized): 90% of our Spanish STAAR testers did not meet passing standards in any content. **Root Cause:** Lack of Spanish supplemental materials during instruction to solidify foundational language.

School Processes & Programs

School Processes & Programs Summary

Our campus has a "leader in training" (LIT) program that allows teachers to practice and implement leadership skills by joining administration during instructional rounds, work on organizing time and tasks, identify root causes for instructional gaps, and master their craft in teaching. For all existing leaders there is a scope and sequence that is followed throughout the year providing ample opportunities for unpacking, practice and feedback of skills needed to perform leadership and coaching tasks.

Professional development is created based on campus trends and categorized into three: awareness, understanding and application. Each category or pathway, provide teachers opportunities to become proficient in one area. For example, in the awareness pathways teachers gain actionable skills around building relations, behavior, social emotional well-being, & classroom management. Staff interested in developing foundational understanding of a focus instructional area such as building background, making connections, activating prior knowledge, enhancing vocabulary skills in any content participate in the understanding pathway. Staff interested in engaging in personalized coaching and explore concepts of building strategies for striving learners: special populations including, but not limited to, special education, English learners, 504, RtI and other participate in the application pathway. When data yields specific areas of concern, we push that strategy to one of the three pathways to ensure staff receives the training they need in a timely manner.

To support powerful teaching and learning, teachers are recognized publicly every year and are identified as master teachers for others to observe and visit. Teachers are tiered according to level of support needed to allow for creativity and autonomy in HOW they conduct business while we are clear about the WHAT needs to get done.

Included in the master schedule is Move This World, a social-emotional curriculum paired up with Respect, Obey, Act Responsibly, Ready to Learn: R.O.A.R. adapted from PBIS to encourage students to make the right choices at all times. Our school has posters located in centralized areas promoting R.O.A.R. and IDEA 55. Mindful strategies are provided to learners so they can apply them during classes, recess, or intervention time.

Curriculum meetings are held every year to equip parents with tools necessary to support their children during the course of the year.

Restorative discipline approaches are utilized when possible allowing staff to collaborate and communicate common areas of concern using Kickboard, and ABC strategies. All students' discipline is monitored through a positive approach earning points for following R.O.A.R.

Every Monday there is a PowWow celebration in which all Bobcats receive school recognition for their attendance, choices, academic performance, and physical activity accomplishments.

Our campus offers extracurricular activities such as sports, dance, cheer, arts and crafts, ballroom dance, folklorico dance, hip hop dance, coding, gaming, guitar (music) Monday thru Friday free of charge.

Campus operating mechanisms include constant progress monitoring of all populations to ensure a love of learning and continuous improvement are in place. Bobcats are supervised at all times during recess and lunch breaks. Cameras are located in every hallway for additional supervision. All doors remain locked throughout the school day.

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): There is a need in creating a balance for Staff work and life with the amount of time it takes to prepare for lesson plans. **Root Cause:** We have over 50% of new staff or new to content and teachers are needing time to process the information prior to creating lesson plans which adds longer hours to the work day.

Problem Statement 2 (Prioritized): There is a continuous need to assess the safety practices, procedures, and protocols in our campus to ensure Student Culture is consistent among grade levels. **Root Cause:** Due to the size of our campus and staff rotation.

Perceptions

Perceptions Summary

We believe that our families apply to IDEA Brownsville in search of a structured and safe learning environment. Our classrooms are structured so all students receive the best education possible and are conducive for learners to grow and interact with one another. Incentives are available through our Bob-ee store based on accumulated points in Kickboard.

Onboarding sessions are scheduled for all families who do not attend our school-wide Welcome to IDEA event in May. During onboarding, parents receive a Parent Playbook, one-to-one session around expectations, how we communicate with families, and logistical information to ensure a smooth first day. Parents also meet with the grade level administrator in charge of their grade and with the school principal. All other departments such as transportation, health station, cafeteria, and after school programs make contact with the parent to offer services and answer questions.

We value our partnerships with our families and community members through the referral program for lottery.

Our staff retention was 86% (one retiree, one involuntary release, two voluntary exits due to promotion in another district). All new staff are partnered up with a mentor and receive weekly coaching by their manager, expert in the content they teach. Staff mediation occurs with the campus principal if needed. As of last year, no peer mediation was needed.

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 TEAMS app as their main source of campus communication amongst staff. TEAMS has been divided into relevant channels to best organize the work teachers do.

Staff absences has shown an increase in the last couple of years due to COVID, but only 3 out of 37 staff members exhausted their 10 local/state days during the year.

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

Parent participation rates are measured via sign-in sheets for every event hosted. We also note viewing from our Facebook posts and responses and reaction to REMIND messages. During parent survey season, we notify teachers of percentage acquired per class of returned surveys. Our current situation does not allow for the amount of parent participation we would like, but on average we get over 70% of our families engage in every event. During our meet the teacher this year, 75% of families attended. During our Welcome to IDEA event in May, 60% showed up in person while the remaining 40% received a virtual onboarding.

See PDF in Addendum for more information.

Perceptions Strengths

- *High level of supervision and consistent implementation of front office protocols.
- *100% staff trained and responsive to safety measures.
- *Parent/Teacher participation in curriculum meetings twice a year.
- *Facebook live and parent weekly to showcase our campus work.
- *Staff attendance and retention

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to increase Family engagement as it decreased by 15% last year as compared to pre-COVID year. **Root Cause:** Lack of coordination between academy and college prep to properly schedule common events.

Problem Statement 2 (Prioritized): There is a need to focus on the social emotional wellness of all learners, especially our New Students. **Root Cause:** Greater focus on the academic aspect rather than focusing on the whole child.

Problem Statement 3 (Prioritized): Communication has been identified as an area of improvement in parent surveys. **Root Cause:** Every family wants different forms of communication and not all staff in consistent in following the schools' flowchart.

Priority Problem Statements

Problem Statement 1: There is a need to improve our instructional strategies and teacher coaching & development to increase Science performance in STAAR.

Root Cause 1: Inconsistent and late coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to reduce number of students who missed questions in STAAR in both reading and math due to limited vocabulary.

Root Cause 2: Teachers need training in bilingual strategies and setting challenging and rigorous learning targets due to the varying abilities, prior knowledge and limited vocabulary in EL students and other populations.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to focus on the social emotional wellness of all learners, especially our New Students.

Root Cause 3: Greater focus on the academic aspect rather than focusing on the whole child.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Our Average Daily Attendance is below 97% which affects instruction. There is a need to improve attendance.

Root Cause 4: COVID quarantines reduced the ADA for all grade levels. Lack of communication around implications for excessive absences.

Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a continuous need to assess the safety practices, procedures, and protocols in our campus to ensure Student Culture is consistent among grade levels.

Root Cause 5: Due to the size of our campus and staff rotation.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Communication has been identified as an area of improvement in parent surveys.

Root Cause 6: Every family wants different forms of communication and not all staff in consistent in following the schools' flowchart.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a need to increase Family engagement as it decreased by 15% last year as compared to pre-COVID year.

Root Cause 7: Lack of coordination between academy and college prep to properly schedule common events.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There is a need to support our families with extraordinary family needs; 48% of our current second graders ended the year below grade level in reading.

Root Cause 8: Our teachers lack skills in making strong connections of student/family needs and in providing possible community and instructional resources.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: 90% of our Spanish STAAR testers did not meet passing standards in any content.

Root Cause 9: Lack of Spanish supplemental materials during instruction to solidify foundational language.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: There is a need to continually review our strategies to support special education students who did not meet standards in every content in STAAR tests.

Root Cause 10: Interventions and remediations are not addressing the multiple learning gaps.

Problem Statement 10 Areas: Demographics

Problem Statement 11: There is a need in creating a balance for Staff work and life with the amount of time it takes to prepare for lesson plans.

Root Cause 11: We have over 50% of new staff or new to content and teachers are needing time to process the information prior to creating lesson plans which adds longer hours to the work day.

Problem Statement 11 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved 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
- 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: All IDEA Brownsville students matriculate to college.






Performance Objective 1: All seniors will receive high quality counseling sessions with Director of College Counseling.

High Priority

HB3 Goal

Evaluation Data Sources: Meeting Notes, tracker of applications and admissions, financial aid applications

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: HB 3 implementation of career, college and military readiness goals. Strategy's Expected Result/Impact: Increase number of Tier 1 applications and acceptances to 25% Staff Responsible for Monitoring: CP Principal, DCC, Campus Educators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:







Student Learning
Problem Statement 1: There is a need to reduce number of students who missed questions in STAAR in both reading and math due to limited vocabulary. Root Cause: Teachers need training in bilingual strategies and setting challenging and rigorous learning targets due to the varying abilities, prior knowledge and limited vocabulary in EL students and other populations.
Problem Statement 3: There is a need to support our families with extraordinary family needs; 48% of our current second graders ended the year below grade level in reading. Root Cause: Our teachers lack skills in making strong connections of student/family needs and in providing possible community and instructional resources.

Goal 2: IDEA Brownsville achieves an A rating.

Performance Objective 1: Multiple modalities of quantitative and qualitative data will be analyzed to respond to the needs of all learners, including special education.

High Priority

Evaluation Data Sources: Instructional rounds, Data meetings, co-planning sessions, Gradebook audit

Strategy 1 Details	Reviews			
Strategy 1: Use data analysis protocols to enhance student learning through HB 4545. Strategy's Expected Result/Impact: Healthy learner social-emotional skills, increased academic achievement, build staff capacity to identify, monitor and assess progress. Staff Responsible for Monitoring: Campus educators, Assistant Principals of Instruction, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1, 3 - Student Learning 1, 2 - Perceptions 2 Funding Sources: Math Interventionist - Federal Grant - \$54,250	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide training and support to staff for the implementation of tools and resources that provide additional data for student learning outcomes. Strategy's Expected Result/Impact: increase student achievement, increase monitoring in all areas and for all learners. Staff Responsible for Monitoring: Campus Educators, Assistant Principals of Instruction, Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 3 - School Processes & Programs 1 - Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our Average Daily Attendance is below 97% which affects instruction. There is a need to improve attendance. Root Cause: COVID quarantines reduced the ADA for all grade levels. Lack of communication around implications for excessive absences.
Problem Statement 3: There is a need to continually review our strategies to support special education students who did not meet standards in every content in STAAR tests. Root Cause: Interventions and remediations are not addressing the multiple learning gaps.
Student Learning
Problem Statement 1: There is a need to reduce number of students who missed questions in STAAR in both reading and math due to limited vocabulary. Root Cause: Teachers need training in bilingual strategies and setting challenging and rigorous learning targets due to the varying abilities, prior knowledge and limited vocabulary in EL students and other populations.
Problem Statement 2: There is a need to improve our instructional strategies and teacher coaching & development to increase Science performance in STAAR. Root Cause: Inconsistent and late coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.
School Processes & Programs
Problem Statement 1: There is a need in creating a balance for Staff work and life with the amount of time it takes to prepare for lesson plans. Root Cause: We have over 50% of new staff or new to content and teachers are needing time to process the information prior to creating lesson plans which adds longer hours to the work day.
Perceptions
Problem Statement 2: There is a need to focus on the social emotional wellness of all learners, especially our New Students. Root Cause: Greater focus on the academic aspect rather than focusing on the whole child.







Goal 2: IDEA Brownsville achieves an A rating.

Performance Objective 2: Student achievement and progress levels will meet or exceed growth in state standards for 3rd graders in reading and math.

High Priority

HB3 Goal

Evaluation Data Sources: Instructional rounds, healthier student surveys, STAAR data, data meetings' data

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and training to campus educators, parents, and students in supporting all learners through Professional Development Pathways or Interventions. Strategy's Expected Result/Impact: Increase student achievement, consistent staff retention, increase family engagement Staff Responsible for Monitoring: Campus Educators, Assistant Principals of instruction, Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 3 - Student Learning 1, 2, 3 - School Processes & Programs 1 - Perceptions 1, 2 Funding Sources: Interventionist - Federal Grant - \$59,300	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement specific tutoring plans aligned to House Bill 4545 that focus on learners who have not met standards on state assessments and are in need of additional support. Strategy's Expected Result/Impact: increased student achievement, increased awareness of documentation for learning plans Staff Responsible for Monitoring: Campus Educators, HB4545 Point of Contact, Counselor, Principal 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: Demographics 1, 3 - Student Learning 1, 4 - Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 2 Problem Statements:






Demographics
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<p>Problem Statement 1: There is a need to reduce number of students who missed questions in STAAR in both reading and math due to limited vocabulary. Root Cause: Teachers need training in bilingual strategies and setting challenging and rigorous learning targets due to the varying abilities, prior knowledge and limited vocabulary in EL students and other populations.</p> <p>Problem Statement 2: There is a need to improve our instructional strategies and teacher coaching & development to increase Science performance in STAAR. Root Cause: Inconsistent and late coaching to build teacher capacity to develop content mastery and engage students in meaningful activities that support all learners' needs was given.</p> <p>Problem Statement 3: There is a need to support our families with extraordinary family needs; 48% of our current second graders ended the year below grade level in reading. Root Cause: Our teachers lack skills in making strong connections of student/family needs and in providing possible community and instructional resources.</p> <p>Problem Statement 4: 90% of our Spanish STAAR testers did not meet passing standards in any content. Root Cause: Lack of Spanish supplemental materials during instruction to solidify foundational language.</p>
School Processes & Programs
<p>Problem Statement 1: There is a need in creating a balance for Staff work and life with the amount of time it takes to prepare for lesson plans. Root Cause: We have over 50% of new staff or new to content and teachers are needing time to process the information prior to creating lesson plans which adds longer hours to the work day.</p>
Perceptions
<p>Problem Statement 1: There is a need to increase Family engagement as it decreased by 15% last year as compared to pre-COVID year. Root Cause: Lack of coordination between academy and college prep to properly schedule common events.</p> <p>Problem Statement 2: There is a need to focus on the social emotional wellness of all learners, especially our New Students. Root Cause: Greater focus on the academic aspect rather than focusing on the whole child.</p> <p>Problem Statement 3: Communication has been identified as an area of improvement in parent surveys. Root Cause: Every family wants different forms of communication and not all staff in consistent in following the schools' flowchart.</p>

Goal 3: Increase student daily attendance

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

High Priority

Evaluation Data Sources: Student surveys, Panorama, Kickboard reports, Attendance

Strategy 1 Details	Reviews			
Strategy 1: Unpack parent survey and student survey and implement strategies in the classroom to motivate students through meaningful interactions. Strategy's Expected Result/Impact: Parent satisfaction survey results improve to a level 3 across all staff members. Student attendance increases to 98% Staff Responsible for Monitoring: Campus educators, assistant principal of operations, Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 1 - Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

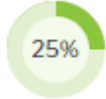
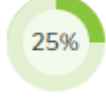




Demographics
Problem Statement 1: Our Average Daily Attendance is below 97% which affects instruction. There is a need to improve attendance. Root Cause: COVID quarantines reduced the ADA for all grade levels. Lack of communication around implications for excessive absences.
Student Learning
Problem Statement 3: There is a need to support our families with extraordinary family needs; 48% of our current second graders ended the year below grade level in reading. Root Cause: Our teachers lack skills in making strong connections of student/family needs and in providing possible community and instructional resources.
School Processes & Programs
Problem Statement 1: There is a need in creating a balance for Staff work and life with the amount of time it takes to prepare for lesson plans. Root Cause: We have over 50% of new staff or new to content and teachers are needing time to process the information prior to creating lesson plans which adds longer hours to the work day.
Perceptions
Problem Statement 3: Communication has been identified as an area of improvement in parent surveys. Root Cause: Every family wants different forms of communication and not all staff in consistent in following the schools' flowchart.

Goal 3: Increase student daily attendance

Performance Objective 2: Staff will participate in at least two activities where they can have high quality interaction with families and students.

High Priority

Evaluation Data Sources: Campus events participation rosters, Parent Surveys, Student Attendance, Persistence

Strategy 1 Details	Reviews			
Strategy 1: Leverage events to promote school connectedness and communicate the importance of daily attendance to improve academic achievement. Strategy's Expected Result/Impact: Increase in attendance to 98%, decrease in parent concerns, improve interpersonal relationships Staff Responsible for Monitoring: Campus educators, Assistant Principal of Operations, Grade Level Administrators, Principal Title I: 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 2, 3 Funding Sources: Interventionist - Federal Grant - \$55,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Conduct Curriculum Nights to create awareness and communicate academic progress in math and reading. Strategy's Expected Result/Impact: Increase Hotspot and math scores Staff Responsible for Monitoring: iLearning Hotspot facilitator Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: iLearning Hotspot - Federal Grant - \$32,852.16	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:

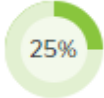




Demographics
Problem Statement 1: Our Average Daily Attendance is below 97% which affects instruction. There is a need to improve attendance. Root Cause: COVID quarantines reduced the ADA for all grade levels. Lack of communication around implications for excessive absences.
School Processes & Programs
Problem Statement 2: There is a continuous need to assess the safety practices, procedures, and protocols in our campus to ensure Student Culture is consistent among grade levels. Root Cause: Due to the size of our campus and staff rotation.
Perceptions
Problem Statement 2: There is a need to focus on the social emotional wellness of all learners, especially our New Students. Root Cause: Greater focus on the academic aspect rather than focusing on the whole child. Problem Statement 3: Communication has been identified as an area of improvement in parent surveys. Root Cause: Every family wants different forms of communication and not all staff in consistent in following the schools' flowchart.

Goal 3: Increase student daily attendance

Performance Objective 3: Staff and students will participate in 100% of safety drills to increase campus safety.

High Priority

Evaluation Data Sources: Safety drills, feedback to staff on next steps, TEA audit






Strategy 1 Details	Reviews			
Strategy 1: Comply with 100% safety audits. Strategy's Expected Result/Impact: Students and staff understand and execute safety drills Staff Responsible for Monitoring: APO TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Increase student persistence

Performance Objective 1: Students will engage in 5 activities throughout the year focused on rigorous physical activity.

High Priority

Evaluation Data Sources: Campus events rosters, community runs, IHT records.

Strategy 1 Details	Reviews			
Strategy 1: Increase learner awareness of college and career opportunities and a selection of a possible pathway. Strategy's Expected Result/Impact: Persistence reports, attendance, parent meeting data, Panorama Staff Responsible for Monitoring: Principal, Counselor, APO TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Learning 1, 3 - Perceptions 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:






Demographics
Problem Statement 1: Our Average Daily Attendance is below 97% which affects instruction. There is a need to improve attendance. Root Cause: COVID quarantines reduced the ADA for all grade levels. Lack of communication around implications for excessive absences.
Student Learning
Problem Statement 1: There is a need to reduce number of students who missed questions in STAAR in both reading and math due to limited vocabulary. Root Cause: Teachers need training in bilingual strategies and setting challenging and rigorous learning targets due to the varying abilities, prior knowledge and limited vocabulary in EL students and other populations. Problem Statement 3: There is a need to support our families with extraordinary family needs; 48% of our current second graders ended the year below grade level in reading. Root Cause: Our teachers lack skills in making strong connections of student/family needs and in providing possible community and instructional resources.
Perceptions
Problem Statement 3: Communication has been identified as an area of improvement in parent surveys. Root Cause: Every family wants different forms of communication and not all staff in consistent in following the schools' flowchart.

Goal 4: Increase student persistence

Performance Objective 2: Students will receive social emotional support 5 days a week and motivational strategies to promote a growth mindset and violence prevention.

High Priority

Evaluation Data Sources: Move this world participation, PowWow participation, documentation of parent meetings and communication.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Continue implementation, review, and alignment of restorative practices within the Move This World program to improve interpersonal relationships. Strategy's Expected Result/Impact: Move This World participation, Persistence results, attendance results Staff Responsible for Monitoring: Principal, Counselor, APO TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 3 - School Processes & Programs 2 - Perceptions 1, 2, 3				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

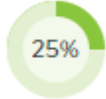




Student Learning
Problem Statement 3: There is a need to support our families with extraordinary family needs; 48% of our current second graders ended the year below grade level in reading. Root Cause: Our teachers lack skills in making strong connections of student/family needs and in providing possible community and instructional resources.
School Processes & Programs
Problem Statement 2: There is a continuous need to assess the safety practices, procedures, and protocols in our campus to ensure Student Culture is consistent among grade levels. Root Cause: Due to the size of our campus and staff rotation.
Perceptions
Problem Statement 1: There is a need to increase Family engagement as it decreased by 15% last year as compared to pre-COVID year. Root Cause: Lack of coordination between academy and college prep to properly schedule common events. Problem Statement 2: There is a need to focus on the social emotional wellness of all learners, especially our New Students. Root Cause: Greater focus on the academic aspect rather than focusing on the whole child. Problem Statement 3: Communication has been identified as an area of improvement in parent surveys. Root Cause: Every family wants different forms of communication and not all staff in consistent in following the schools' flowchart.

Goal 4: Increase student persistence

Performance Objective 3: Create a welcoming and friendly environment for students and families.

High Priority

Evaluation Data Sources: Parent survey, attendance during events, student surveys






Strategy 1 Details	Reviews			
Strategy 1: Seek parent input, involve in decision making, post information and share knowledge regarding policies and progress (e.g., student attendance, test data) in a timely way. Strategy's Expected Result/Impact: Improved communication and quarterly persistence Staff Responsible for Monitoring: Campus educators, APO, Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Increase staff retention

Performance Objective 1: Increase Great Places to Work results from 80% to 90%

High Priority

Evaluation Data Sources: GPTW survey results, staff retention over 85%

Strategy 1 Details	Reviews			
Strategy 1: Meet with staff quarterly to gain perspective on their work life balance, needs, and development needed. Strategy's Expected Result/Impact: Increase staff retention to 90% Staff Responsible for Monitoring: Principal, APO TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: There is a need in creating a balance for Staff work and life with the amount of time it takes to prepare for lesson plans. Root Cause: We have over 50% of new staff or new to content and teachers are needing time to process the information prior to creating lesson plans which adds longer hours to the work day.
Problem Statement 2: There is a continuous need to assess the safety practices, procedures, and protocols in our campus to ensure Student Culture is consistent among grade levels. Root Cause: Due to the size of our campus and staff rotation.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cristal Cavazos	iLearning Hotspot Facilitator	ILearning Hotspot	1
Daliarlene Saenz	Interventionist	Critical Student Intervention	1
Ricardo Barrientes	INTERVENTIONIST	Math Intervention	1
Roger Reyna	Interventionist	Critical Student Intervention	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Luz Zuniga	Senior Principal
Parent	Marisela Salinas	Parent
Administrator	Claudia Zuniga	Assistant Principal of Operations
Paraprofessional	Perla Guzman	Paraprofessional
District-level Professional	Alma Cosio	Senior DI Program Manager
Non-classroom Professional	Karla Vidaurri	Speech Language Pathologist

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Luz Zuniga	Senior Principal
Administrator	Clarisa Zamora	Assistant Principal of Instruction for SPED
Administrator	Elizabeth Rodriguez	Assistant Principal of Instruction for Math & Science
Administrator	Carmina Rodriguez	Assistant Principal of Instruction for ELAR & Social Studies
Classroom Teacher	Roger Reyna	Interventionist

Emergency Operations Lockdown Committee

Committee Role	Name	Position
Administrator	Marco Lopez	Senior College Prep Principal
Administrator	Luz Zuniga	Senior Academy Principal
Administrator	Clarisa Zamora	Assistant Principal of Instruction
Administrator	Janet Lopez	School Counselor
Administrator	Claudia Zuniga	Assistant Principal of Operations
Non-classroom Professional	Juan Vela	Facilities Manager
Non-classroom Professional	Monica Garcia	Nurse

After School Programs

Committee Role	Name	Position
Non-classroom Professional	Ricardo Rodriguez	ASP Coordinator
Administrator	Claudia Zuniga	APO
Paraprofessional	Rebecca Betancourt	Dance Instructor
Paraprofessional	Michelle Delgadillo	Cheer Sponsor
Paraprofessional	Keila Benavides	Cheer Sponsor
Paraprofessional	Cristal Cavazos	Dance Instructor

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Math Interventionist		\$54,250.00
2	2	1	Interventionist		\$59,300.00
3	2	1	Interventionist		\$55,000.00
3	2	2	iLearning Hotspot		\$32,852.16
Sub-Total					\$201,402.16

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	100%	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 <u>percentage</u> 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		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the <u>percentage</u> 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.	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> 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 <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> . 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	

Brownsville Academy

ACADEMY

[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

Brownsville Academy

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	92/69/46	94/77/57	90/72/47	1st - 90% 2nd - 94%	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	70	76	85	3rd - 88% 4th - 88% 5th - 90%	Met
% Meets	35	39	62		
% Masters	11	20	33		
% Student Achievement Average	38	45	60		
% Meet 2 year growth	N/A	N/A	N/A		

Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	N/A	
% of CSI Passing STAAR	N/A	
% of SPED Passing STAAR	N/A	

Reflections

Areas of Strength	Areas of Need
1. Bringing in Math Summer camp students to help them close gaps prior to next school year.	1. Conflicting events (other tests/district assessments like DIBELS, Renstar, etc) that effect math testing or review days for Math.
2. Math interventionist for 4-5 with individualized plan for small group instruction that started in January.	2. Teachers are not fully aware of what students are assessed for RenSTAR diagnostic tests and how to analyze the data to further impact student growth.

3. Ongoing collaboration between 3-5.	3. No designated math interventionist for K-3 to pull out small groups.
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Brownsville Academy

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		91	58	91	15%	97%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4	
% Approaches	80	80	na	67	
% Meets	46	50	na	32	
% Masters	17	20	na	4	
%SAS	46	50	na	34	
% Student Achievement Average	na	na	na	na	

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI	
% CSI (EOY Ren.)	57%	
% of CSI Passing STAAR	na	
% of SPED Passing STAAR	82%	

Reflections

Areas of Strength	Areas of Need
Collaborating as an ELA team once or twice a month was a huge plus. We were able to vertical	WW needs to be aligned with STAAR. Things taught in WW are not in STAAR and vice versa. There is limited poetry, drama,
2. Reading teachers enjoyed going to Forde Ferrier PD and other reading pd's throughout the year.	For new teachers entering at the beginning or mid year, provide a PD for strategies already implemented in the classroom as far as
DI no longer has funny print in their instruction. This helps students learn the letters faster and not	For intervention, pulling out of small groups and assisting students who struggle with learning how to read, should start as

Brownsville Academy

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	99/93/82	81/34/19	97/91/78	79/40/11	97/78/43

Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches	62	
% Meets	32	
% Masters	11	
% Student Achievement Average	35	

Reflections

Areas of Strength	Areas of Need
1. Emphasis of Academic Vocabulary - reinforced through flashcards both in class and through study island (Frayer Model HW and assessment of vocabulary)□	1. Need professional development around effective ways to introduce vocabulary. (mnemonic device, song with dance, anchor charts).
2. Use of the same program for K-4th grade Science curriculum with kits.	2. Exit tickets consisted of open ended and multiple choice responses. Students had difficulty with writing tasks. Need professional development around how to get students to build on responses. (word banks, sentence stems, etc)
3. The support and resources needed for students to learn science. K-5th grade curriculum. Programs: Generation Genius/Study Island.	3. Professional development around how to better support bilingual learners around listening and speaking.

Brownsville Academy

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		99/98/98	100/100/99	94/91/85	70/42/11	98/95/88	98/92/76

Reflections

Areas of Strength	Areas of Need
Fifth graders engaged in rich academic discussions and writing assessments while citing historical evidence. Integrating reading, writing, and history will ensure college readiness.	Writing assessments are challenging and require a lot of a scaffolding. The district or the curriculum developers can maybe provide a workbook with worksheets, graphic organizers, activities, etc. to align with the lessons. The district only provided Student Documents which consisted of question-and-answer notes.
The second grade Direct Instruction Curriculum allows students to learn geography, historical dates, human cultures, and historical events. Students are given the opportunity to label maps of countries, people from different countries, events around the world that have taken place, explorers, and the history of the development of countries.	Wit and Wisdom does a wonderful job of discussing some of the instruction that is shared with Humanities. In Humanities, the timeline does not correlate with Wit and Wisdom. Students learn some of the content out of order, not according to a historical timeline. Students get confused with when events happened historically.
They experience of humanities allows for a high level of engagement from students. This allows for a high level of class discussion and analyzes.	Topics were interesting to students and required a higher level of comprehension in order to be able to engage. The instruction and curriculum is difficult for students who are still not on grade level. Many of the exit tickets and writing required was too difficult for students who are barely learning to write in the lower grade levels.

Brownsville Academy

Comprehensive Needs Assessment ACADEMY				
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)				
	Listening	Speaking	Reading	Writing
% Beginning	87%	83%	81.60%	83%
% Intermediate	83%	64%	75%	66.50%
% Advanced	68%	63.60%	75%	73%
% Advanced High	61%	89%	67.60%	77%

Reflections	
Areas of Strength	Areas of Need
1 Dr. ET Consultant training for students was very insightful for teachers on what to do during lessons.	1 Purchase Spanish resources for beginning students.
2 TELPAS PD early in the year provided teachers with tools and strategies to use with EB students.	2 Professional development is necessary to address instructional needs during whole group instruction.
3 Conducting practice sessions for students helped kids and staff gain an understanding of how the test was setup.	3 Start practice sessions in October to build familiarity with lessons. Stop instruction for TELPAS in November.

ng)
% of ELL Students who grew one or more levels
64 % TELPAS Growth

eed
ginner and intermediate
sary to target students'oup instruction.
and make them part of theaS writing.

Brownsville Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	2%
% Teacher Retention	95%
% Campus Support Retention	88%
% SPED Teachers	50%
% State/National Certified Teachers	0%
% State Certified Leaders	50%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	13

Reflection	
Areas of Strength	Areas of Need
1. (Staff Quality) Most of our teachers have a bachelor. Also, we have staff with multiple certifications.	1. (Staff Quality) Offer incentives to encourage teachers to pursue and test for other certifications.
2. (Staff Recruitment) Our latest additions to our staff have been young, recent graduates, no experience. This is great to our teacher because it allows our campus leaders to mold new teachers into our IDEA culture.	2. (Staff Recruitment) Considering hire a few teachers with experience from another IDEA campus to bring new ideas to our campus.
3. (Staff Retention) Teachers appreciated keeping our salary higher than other districts. Also, teachers are glad to continue our TCP. Lastly, thankful for our campus leaders for creating a safe enviroment since day 1.	3. (Staff Retention) Staff felt overwhelmed this year with workload. A chuck of that workload came from lesson planning. Considering a simpler method of turning in lesson plans for the week.

Brownsville Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.00%
% Overall Persistence	93%
% New Student Persistence	88%
# of Admin Withdrawals/ Level 3 Offenses	7
% SPED	6.00%
% ELL	52%
% Eco Dis	75%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0%
% Asian	<1%
% White-Hispanic	18%
% Multi	0
% Black-African-American	<1%
% Native-Hawaiian-Pacific- Islander	0%
% White	24%
% Male	54%
% Female	46%

Data Source: School Culture and Climate

Reflections	
Areas of Strength	Areas of Need
1. An area of strength is Monday PowWow which brings together k-5 grades for a fun filled morning.	1. An area of need are quarterly attendance challenges to help improve our ADA.
2. An area of strength is Facebook Live Friday because it showcases our BOW and gives our community important information.	2. Host it in different ares of the school, not just in same hallway so parents can see what's going on elsewhere.

3. An area of strenght was the key chains that the students put in their backpacks with their tags.

3. An area of need is to be consistent with the Bobby Store. Teachers pushed the idea of it but students lost interest by it not being up and running.

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Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	60%
% Families Attended Curriculum Night	35%
% Families Who Attended EOY Ceremonies	TBA
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	40%

Reflection	
Areas of Strength	Areas of Need
1. More community events this year (Turkey Trot/Zombie Run/Sombrerito Fest/Sweet Celebration/Gingerbread Decorating)	1. Communication prior to events need to be sent out with ample time to ensure better outcome.
2. Welcome to IDEA had a good turnout for families. 60% of families attended. We provided an IDEA Brownsville handbook and fun carnival like experience at the end with prospective teachers.	2. Less events where parents could attend to see their kids or fundraising events like Winter Festival.
3. Sweet Celebration and Eggstravaganza had a good outcome. A lot parents showed up and were happy to take or receive pictures of their kids.	3. Participation for school events held on Saturdays very little participation.