

# IDEA Public Schools

## Burke Academy

### 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



**Board Approval Date:** October 21, 2022

**Public Presentation Date:** September 16, 2022

# Mission Statement

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

## Vision

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

## Core Values

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

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

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Increase staff retention	12
Goal 2: Fully enrolled by day 11 of the 23-24 school year	13
Goal 3: IDEA achieves an A rating	14
Goal 4: Increase student daily attendance	22
Goal 5: Increase student persistence	23
Campus Funding Summary	26
Addendums	27

# Comprehensive Needs Assessment

Revised/Approved: September 8, 2022

## Demographics

### Demographics Summary

IDEA Burke Academy services grades Kindergarten through 4th grade. We are located at 10434 Marbach Road on the far West side of San Antonio. We are a free Public Charter School and a school of choice which means that our families have applied and were chosen in a lottery. We service all scholars including Special Education, 504, Emergent Bilingual and General Education.

See PDF in addendum for more information

### Demographics Strengths

See PDF in addendum for more information

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Kinder and 1st had severe behavior challenges that interrupted the learning environment. **Root Cause:** New staff were not trained on severe behavior challenges

**Problem Statement 2 (Prioritized):** Over 25% of our scholars left us this past year. **Root Cause:** Lack of explaining curriculum and how it does not always align to traditional school districts when onboarding families.

# Student Learning

## Student Learning Summary

94% of scholars ended the year reading on grade level in Kinder through 2nd grade. Our campus earned an A rating with TEA and had an overall achievement of 92% passing, 65% meeting the grade level criteria and 30% mastered the grade level content in 3rd grade.

See PDF in addendum for more information

## Student Learning Strengths

See PDF in addendum for more information

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Teachers had trouble aligning TEKS with their daily objectives and exit tickets **Root Cause:** New teachers in upper grades were not coached in creating lesson plans but rather internalizing lessons in the earlier grades.

**Problem Statement 2 (Prioritized):** Sub-population scholars were not tracked consistently **Root Cause:** Teachers and Leaders were not trained or equipped with how to track efficiently and consistently

# School Processes & Programs

## School Processes & Programs Summary

All instructional leaders observe classroom instruction daily and meet as a team to identify how to best support teachers as they are coaching them. Leaders are dedicated to supporting and coaching content for their grade levels. Staff meet weekly for professional development and all development is geared around what our school's data is telling us. We use a strategic reading program in grades Kinder through 2nd grade that ensures scholars are working on their individual reading level and data is tracked daily. Technology is incorporated throughout all contents.

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 met 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

See PDF in addendum for more information

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Special Education Teachers want to shift to General Education **Root Cause:** SpEd teachers were not given the training and support needed to feel successful in their role

**Problem Statement 2 (Prioritized):** Co-Teachers want to move to Lead Teacher roles after they have met the qualifications **Root Cause:** Co-Teacher responsibilities were aligned to Teacher expectations

# Perceptions

## Perceptions Summary

100% of our teachers returned this year and 92% of our support staff were retained. We have family surveys that are sent out quarterly to ensure that we are adjusting to feedback being shared by our families. Families have the opportunity to attend monthly family engagement events and attendance is tracked. Some families have a hard time attending due to their working hours.

See PDF in addendum for more information

## Perceptions Strengths

See PDF in addendum for more information

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** We had fewer events in person for family engagement **Root Cause:** Campus events were not prioritized

**Problem Statement 2 (Prioritized):** Fewer families came to our curriculum events vs. our more entertaining events **Root Cause:** We did not advertise and promote events other than on social media



# Priority Problem Statements

**Problem Statement 1:** Kinder and 1st had severe behavior challenges that interrupted the learning environment.

**Root Cause 1:** New staff were not trained on severe behavior challenges

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Over 25% of our scholars left us this past year.

**Root Cause 2:** Lack of explaining curriculum and how it does not always align to traditional school districts when onboarding families.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Teachers had trouble aligning TEKS with their daily objectives and exit tickets

**Root Cause 3:** New teachers in upper grades were not coached in creating lesson plans but rather internalizing lessons in the earlier grades.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Sub-population scholars were not tracked consistently

**Root Cause 4:** Teachers and Leaders were not trained or equipped with how to track efficiently and consistently

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Special Education Teachers want to shift to General Education

**Root Cause 5:** SpEd teachers were not given the training and support needed to feel successful in their role

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Co-Teachers want to move to Lead Teacher roles after they have met the qualifications

**Root Cause 6:** Co-Teacher responsibilities were aligned to Teacher expectations

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** We had fewer events in person for family engagement

**Root Cause 7:** Campus events were not prioritized

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Fewer families came to our curriculum events vs. our more entertaining events

**Root Cause 8:** We did not advertise and promote events other than on social media

**Problem Statement 8 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **Accountability Data**

- Student Achievement Domain

## **Student Data: Assessments**

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

## **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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

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

## **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals





## Goal 1: Increase staff retention

**Performance Objective 1:** 85% or more of my teachers will remain with IDEA for the following school year as measured by the Great Places to Work survey data.

**High Priority**

**Evaluation Data Sources:** Great Places to Work National Survey, meeting staff retention monthly persistence benchmarks

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Have monthly checkpoints with all staff <b>Strategy's Expected Result/Impact:</b> staff can share concerns and questions directly to me <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal of Instruction  <b>Problem Statements:</b> School Processes & Programs 1, 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> Special Education Teachers want to shift to General Education <b>Root Cause:</b> SpEd teachers were not given the training and support needed to feel successful in their role  <b>Problem Statement 2:</b> Co-Teachers want to move to Lead Teacher roles after they have met the qualifications <b>Root Cause:</b> Co-Teacher responsibilities were aligned to Teacher expectations

**Goal 1:** Increase staff retention

**Performance Objective 2:** 90% or more staff will report that IDEA Burke is a Great Place to Work.

**Evaluation Data Sources:** Great Places to Work Survey - 3 times a year

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Have aligned GPTW check ins for 100% of staff <b>Strategy's Expected Result/Impact:</b> Staff are familiar with the language of the survey and will share sooner with their manager <b>Staff Responsible for Monitoring:</b> All Managers of Staff  <b>Problem Statements:</b> School Processes & Programs 1, 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Special Education Teachers want to shift to General Education <b>Root Cause:</b> SpEd teachers were not given the training and support needed to feel successful in their role
<b>Problem Statement 2:</b> Co-Teachers want to move to Lead Teacher roles after they have met the qualifications <b>Root Cause:</b> Co-Teacher responsibilities were aligned to Teacher expectations

**Goal 2:** Fully enrolled by day 11 of the 23-24 school year

**Performance Objective 1:** All grade levels will meet enrollment of 116 or higher by the first day of school

**High Priority**

**Evaluation Data Sources:** registration and enrollment data

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Staff sign up to support 2 or more recruitment events <b>Strategy's Expected Result/Impact:</b> More staff recruiting can share what Burke is all about specifically with regards to curriculum <b>Staff Responsible for Monitoring:</b> APO, Principal  <b>Problem Statements:</b> Demographics 2		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> Over 25% of our scholars left us this past year. <b>Root Cause:</b> Lack of explaining curriculum and how it does not always align to traditional school districts when onboarding families.

### Goal 3: IDEA achieves an A rating





**Performance Objective 1:** 100% of Critical Student Intervention and Special Education scholars, taught by our Interventionist, will approach grade level reading and math by the end of the year as measured by the STAAR.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Mock STAAR Exams, RenSTAR assessments, daily Exit Tickets and all district exams

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Immediate reteach of daily Exit Ticket within Extensions <b>Strategy's Expected Result/Impact:</b> increase in daily mastery of skills <b>Staff Responsible for Monitoring:</b> Interventionist  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Interventionist - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Track all IEP goals and have individual growth goals for all SpEd and EE scholars <b>Strategy's Expected Result/Impact:</b> Scholars will see their progress and growth and be motivated <b>Staff Responsible for Monitoring:</b> All Teachers and SpEd Teacher  <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### Performance Objective 1 Problem Statements:

<b>Student Learning</b>
<b>Problem Statement 2:</b> Sub-population scholars were not tracked consistently <b>Root Cause:</b> Teachers and Leaders were not trained or equipped with how to track efficiently and consistently



### Goal 3: IDEA achieves an A rating

**Performance Objective 2:** 60% of Critical Student Intervention scholars will grow 2 or more years according to RenSTAR testing done 5 times throughout the year.


**High Priority**


**HB3 Goal**


**Evaluation Data Sources:** RenSTAR testing - 5 times yearly


**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Scholars will engage in on grade level reading novels in class and have libraries in classrooms for scholars to be able to check out on level texts. <b>Strategy's Expected Result/Impact:</b> Scholars will become better readers and love to read resulting in investment in the classroom <b>Staff Responsible for Monitoring:</b> AR Facilitator, Reading Teacher, Interventionist  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math - <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 2 <b>Funding Sources:</b> - Federal Grant		Formative			Summative
		Oct	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

### Performance Objective 2 Problem Statements:

Student Learning	
<b>Problem Statement 2:</b> Sub-population scholars were not tracked consistently	<b>Root Cause:</b> Teachers and Leaders were not trained or equipped with how to track efficiently and consistently
School Processes & Programs	
<b>Problem Statement 2:</b> Co-Teachers want to move to Lead Teacher roles after they have met the qualifications	<b>Root Cause:</b> Co-Teacher responsibilities were aligned to Teacher expectations

**Goal 3:** IDEA achieves an A rating

**Performance Objective 3:** 100% of teachers will be proficient in tracking daily data as measured in our district Guidepost to Excellent Teaching.

**High Priority**

**Evaluation Data Sources:** TeachBoost ratings, % of High Performing and Master Teachers

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers and scholars track their daily mastery and leaders adjust calendar to observe and provide feedback in the moment.  <b>Strategy's Expected Result/Impact:</b> Instruction is adjusted based on gaps evident in scholars learning and scholars will be motivated as they track their own data and work towards an incentive. <b>Staff Responsible for Monitoring:</b> All Instructional Staff  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 3 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> Sub-population scholars were not tracked consistently <b>Root Cause:</b> Teachers and Leaders were not trained or equipped with how to track efficiently and consistently

Goal 3: IDEA achieves an A rating

Performance Objective 4: 3rd and 4th grade reading and math will increase in math and reading as measured on the STAAR.

- High Priority
- HB3 Goal
- Evaluation Data Sources: Mock Exams, District Exams and STAAR
- Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct post-assessment data conversation within 48hrs, and monitor implementation of re-teach plans <b>Strategy's Expected Result/Impact:</b> Begin reteach within one week after reviewing the data so scholars get a reteach with urgency <b>Staff Responsible for Monitoring:</b> All Instructional Staff, APIs and Principal	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Goal 3:** IDEA achieves an A rating

**Performance Objective 5:** 90% or more of all scholars in grades K - 2nd grade will end the school year on grade level in reading as measured by our Direct Instruction placement assessments.

**High Priority**

**Evaluation Data Sources:** DI placement testing, Weekly Check Outs, Mastery Tests

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Build Teachers and Co-Teachers staff skill with execution of lesson delivery <b>Strategy's Expected Result/Impact:</b> Teachers will become experts in executing their daily lessons to ensure they know their lesson prior to the first teach <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal of Instruction  <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 5 Problem Statements:**

School Processes & Programs
<b>Problem Statement 2:</b> Co-Teachers want to move to Lead Teacher roles after they have met the qualifications <b>Root Cause:</b> Co-Teacher responsibilities were aligned to Teacher expectations

### Goal 3: IDEA achieves an A rating





**Performance Objective 6:** Weekly collaboration meetings for all grade levels between SpEd and Gen. Ed. teachers will allow them to share data as measured by IEP accommodations.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** IEP implementation and tracking

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will submit weekly accommodations tracker with their lesson plans <b>Strategy's Expected Result/Impact:</b> IEPs align to scholars needs and are updated based on data <b>Staff Responsible for Monitoring:</b> All Teaching Staff, SpEd Teachers, Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### Performance Objective 6 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Sub-population scholars were not tracked consistently <b>Root Cause:</b> Teachers and Leaders were not trained or equipped with how to track efficiently and consistently
School Processes & Programs
<b>Problem Statement 1:</b> Special Education Teachers want to shift to General Education <b>Root Cause:</b> SpEd teachers were not given the training and support needed to feel successful in their role

### Goal 3: IDEA achieves an A rating

**Performance Objective 7:** 100% of teachers and co-teachers will be proficient or higher on lesson planning as measured by our district Guidepost to Excellent Teaching.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Daily coaching tracker, Teachboost ratings and staff proficiency levels

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Feedback will be provided weekly review of lesson plans for aligned: objective, TEKS and ET along with Key points that include the what, how and why. <b>Strategy's Expected Result/Impact:</b> lessons are aligned and on grade level rigor prior to the first teach <b>Staff Responsible for Monitoring:</b> Assistant Principals of Instruction, Principal  <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

### Performance Objective 7 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Teachers had trouble aligning TEKS with their daily objectives and exit tickets <b>Root Cause:</b> New teachers in upper grades were not coached in creating lesson plans but rather internalizing lessons in the earlier grades.

#### Goal 4: Increase student daily attendance

**Performance Objective 1:** Scholars average daily attendance will increase by holding meetings with families of scholars that have 5 or more absences and we will measure success by our daily attendance.

**High Priority**

**Evaluation Data Sources:** Daily, weekly and monthly ADA

**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Follow our campus and district ADA matrix ensuring we are communicating importance of ADA and the academic impact it has on their scholar <b>Strategy's Expected Result/Impact:</b> scholars will come to school and our average daily attendance will be 97% or higher and families will understand the importance of attendance <b>Staff Responsible for Monitoring:</b> All staff, Registrar  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

#### Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 2:</b> Fewer families came to our curriculum events vs. our more entertaining events <b>Root Cause:</b> We did not advertise and promote events other than on social media





## Goal 5: Increase student persistence

**Performance Objective 1:** Our persistence will increase for all new to IDEA families by educating scholars on violence prevention paired with SEL daily lessons by the end of the school year as measured on our student surveys.

### High Priority

**Evaluation Data Sources:** quarterly student surveys, completion of SEL lessons, persistence benchmarks, Code of Conduct tracking

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School Counselors and Social Workers complete all violence prevention/anti-bullying training to all staff <b>Strategy's Expected Result/Impact:</b> fewer reports of bullying and Code of Conducts, meet monthly persistence benchmark <b>Staff Responsible for Monitoring:</b> Principal, Counselors, Social Workers  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1	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
<b>Problem Statement 1:</b> Kinder and 1st had severe behavior challenges that interrupted the learning environment. <b>Root Cause:</b> New staff were not trained on severe behavior challenges







## Goal 5: Increase student persistence

**Performance Objective 2:** 90% or more of our scholars will return for the 23-24 school year by having monthly curriculum awareness and family fun events as measured by scholar surveys and monthly campus persistence.

### High Priority

**Evaluation Data Sources:** quarterly surveys, campus persistence

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Planned family events will allow our families and community to build relationships so that they feel connected to the school and their scholars make authentic friendships <b>Strategy's Expected Result/Impact:</b> relationships will be built among families, scholars and the community <b>Staff Responsible for Monitoring:</b> School Counselor, Assistant Principal of Operations, Principal  <b>Problem Statements:</b> Demographics 2 - Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Weekly grade level assemblies celebrating scholars through academic, character, and growth awards. <b>Strategy's Expected Result/Impact:</b> Scholars want to come to school every day and feel a part of our school community <b>Staff Responsible for Monitoring:</b> All Instructional Staff	Formative			Summative
	Oct	Jan	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Over 25% of our scholars left us this past year. <b>Root Cause:</b> Lack of explaining curriculum and how it does not always align to traditional school districts when onboarding families.
Perceptions
<b>Problem Statement 1:</b> We had fewer events in person for family engagement <b>Root Cause:</b> Campus events were not prioritized <b>Problem Statement 2:</b> Fewer families came to our curriculum events vs. our more entertaining events <b>Root Cause:</b> We did not advertise and promote events other than on social media

**Goal 5:** Increase student persistence

**Performance Objective 3:** 90% of scholars will hit 900 minutes of MVPA as measured by the IHT watches.

**High Priority**

**Evaluation Data Sources:** IHT data, teacher tracking system

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Strong systems and procedures for use of IHT watches. <b>Strategy's Expected Result/Impact:</b> Scholars have the watches on and get the most out of their PE minutes <b>Staff Responsible for Monitoring:</b> PE Teacher and Co-Teacher	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 50% or higher of rigorous activity to increase heart rate <b>Strategy's Expected Result/Impact:</b> More minutes in the upper heart zone for scholars <b>Staff Responsible for Monitoring:</b> PE Teacher and Co-Teacher	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

# Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Interventionist		\$0.00
3	2	1			\$0.00
Sub-Total					\$0.00

# Addendums

Master CNA & SAIP Reporting Checklist				PTG	<div></div> 100%	PTG	<div></div> 100%
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	<p>This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff.</p> <p>Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.</p>	Complete		Verified	
	Locus Dashboards: CSI, STARR, AP  CampusIB Reports  EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	<p>These pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year.</p> <p>For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Verified	
		Comprehensive Needs Assessment 2022 Math		Complete		Verified	
		Comprehensive Needs Assessment 2022 Science		Complete		Verified	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Verified	
	State TEPAS Report	Comprehensive Needs Assessment 2022 TEPAS	<p>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 TEPAS report.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Verified	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	<p>Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff.</p> <p>Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Verified	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	<p>For the Withdrawals/Level 3 Offenses data point, list the <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u>.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Verified	
	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		Verified	

**Campus Name**

## 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

## IDEA Burke

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	99%	91%	96%	95%	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	77%	NA	NA			
% Meets	33%					
% Masters	16%					
SAS	52					
% Student Achievement Average	63%					
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)	NA					
% of CSI Passing STAAR	NA					
% of SPED Passing STAAR						

Reflections	
Areas of Strength	Areas of Need
1. Lesson rehearsals.	1. SWAM not being consistent with each assessment.
2. Strong lesson plans with aligned key points	2. High priority scholars taught by most skilled teacher.
3. Lesson delivery was consistent and followed the Eureka structure.	3. Consistency with aggressive monitoring.
4. Lessons were STAAR aligned.	4
5. Math teachers are departmentalized.	5
6. Consistency with exit ticket data tracking after each period.	6
7. Lesson plans turned in 1 week in advance for	7
8. Individual growth goals and incentives.	8



## IDEA Burke

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%	95%	77%	98%	22 <sup>0</sup> %	100%
					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	20%	N/A	N/A	N/A		
% Meets	24%	N/A	N/A	N/A		
% Masters	51%	N/A	N/A	N/A		
SAS	SS 1538 (76%-80%)	N/A	N/A	N/A		
% Student Achievement Average	74%	N/A	N/A	N/A		
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	N/A					
% of CSI Passing STAAR	N/A					
% of SPED Passing STAAR	50%					

Reflections	
Areas of Strength	Areas of Need
1 Consistent Data Tracking by teacher and scholars	1 Tracking Sub Pops
2 Differentiated tutoring sessions (fall-high push, spring-approaches push)	2 Writing scope and sequence that aligns to the TEKS
3 Individual scholar goals/growth goals with celebration of successes	3 Book clubs/read alouds in lower grades for higher word counts and royal readers in 1st-2nd
4 Time and staff support for ELA	4 Backwards plan for MT's
5 Responding to data with urgency	5 Analyze STS forms and identify key skills for reteach
6. All 2nd grade scholars transitioned to 3rd grade less than 2.0 years behind resulting in no CSI scholars in 3rd grade.	
7. 14% to <80% within 1st grade	
8. PreK DI – pushed back due to low mastery but hit goal of 100%	
9. 2nd grade – hit RMSE 3 early on allowing us to add in new ELA TEKS for writing	

## IDEA Burke

Comprehensive Needs Assessment <b>ACADEMY</b>						
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	95%	99%	80%	95%	N/A
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. Lessons materials provided by the district were internalized.	1. No lesson rehearsals for science.
2. Lessons had aligned exit ticket.	2 LPs for 3rd grade at the EOY weren't being shared except days before the lesson
3. Lesson plans turned in 1 week in advance for feedback.	3

## IDEA Burke

Comprehensive Needs Assessment <b>ACADEMY</b>							
Data Sources: Humanities Pk-2							
	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	NA	100%	98%	99%	71%	N/A	N/A

Reflections	
Areas of Strength	Areas of Need
1. Lesson plans turned in 1 week in advance for feedback.	1. Level of rigor is far above grade level.
2 Teacher created alignlesson that were formated like ELA to increase scholar engagement	2. Lesson duration is not taking the full time.
3	3New program-too much for a single lesson, lots of read alouds that were veyr high rigor
4	4 EOM/EOU exams throughout the semester need to model

## Campus Name

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	1.60%	6.80%	12%	13.60%	N/A
% Intermediate	1.50%	37.30%	28.80%	52.50%	35.50%
% Advanced	49.20%	38.90%	35.60%	20.30%	25.80%
% Advanced High	33.90%	16.90%	23.70%	13.60%	29%

Reflections	
Areas of Strength	Areas of Need
1 90% of scholars grew at least one level	1 reading and writing saw less growth than other areas
2 83.1% of scholars scored A or AH in listening	2
3 Implemented the new online assessment without irregularities	3

## IDEA Burke

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	90.50%
% Teacher Retention	100%
% Campus Support Retention	71%
% SPED Teachers	60%
% State/National Certified Teachers	41%
% State Certified Leaders	0%
% State/Board certified Counselors	100%
Number of teacher applicants per 2021-22 school year	37

Reflection	
Areas of Strength	Areas of Need
1 Strong systems for building relationships with staff including monthly events, weekly staff awards and check ins with managers	1 SpEd Co-Teachers want more growth and development and are therefore leaving SpEd roles
2 Strong onboarding process with a timeline as well as ownership so that there is accountability	2 More staff that are ESL or Bilingual to support with EL scholars
3 2x2 feedback and quarterly surveys including GPTW reflection opportunities	3 RISE Co teachers want to shift to Gen Ed due to behavior challenges

### Campus Name

Comprehensive Needs Assessment <b>ACADEMY</b>	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.73%
% Overall Persistence	82.26%
% New Student Persistence	78.10%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	7.62%
% ELL	12.54%
% Eco Dis	64.92%
% Migrant	0
% Race: American-Indian- Alaska-Native	0.32%
% Asian	2.70%
% White-Hispanic	69.05%
% Multi	1.27%
% Black-African-American	13.81%
% Native-Hawaiian-Pacific- Islander	0
% White	12.86%
% Male	48.25%
% Female	51.75%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1 Scholars and staff used a daily planner to communicate and share behavior challenges and successes daily	1 Refocus on pre-covid with systems and procedures
2 Weekly Team and Family assemblies	2 Kinder and 1st had severe behavior challenges and new teachers struggled and needed additional support
3 Weekly positive touchpoints with families and tracked	3 Families moving - 42 that are leaving the IDEA area and moving to other schools
4 Implemented SEL curriculum with fidelity along with sensory room and calm down corners in all classrooms	4

## IDEA Burke

Comprehensive Needs Assessment <b>ACADEMY</b>	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	<50%
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	n/a
% Families who attended Winter Festival	n/a
% Families who attended Spring Festival	>70%

Reflection	
Areas of Strength	Areas of Need
1 100% of families were onboarded with Welcome to IDEA	1 We need to plan more family events now that COVID requirements have been lifted.
1 100% of scholars were onboarded by attended Summer Culture Camp	2 More investment from families for curriculum nights (need to identify the root cause)
3 Consistent communication with families through online platforms (ClassDojo and Facebook)	3 More consistent communication with families directly from teachers