IDEA Public Schools

Carver 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 Closing the Gaps
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 2, 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

Priority Problem Statements 7

Comprehensive Needs Assessment Data Documentation 9

Goals 11
- Goal 1: Increase Carver Academy staff retention to 90% overall 12
- Goal 2: All IDEA Carver students matriculate to college 14
- Goal 3: IDEA Carver Academy achieves an A rating 16
- Goal 4: Achieve 97.5 over all average student daily attendance at IDEA Carver Academy 25
- Goal 5: IDEA Carver Academy will achieve an overall student persistence of 90% or greater. 27

State Compensatory 29
- Budget for Carver Academy 30
- Personnel for Carver Academy 30

Title I Personnel 30

Campus Funding Summary 31

Addendums 32

Comprehensive Needs Assessment

Demographics

Demographics Summary

Carver Academy focuses on recruitment, enrollment and retention of minority children in low socioeconomic households. Boasting 100% college for all with 100% of our scholars going to and through college; we pride ourselves in providing academic growth for all scholars and closing the achievement gap between minority demographics and "White" and "Asian" students across the nation. For the 2021-2022 school year, Carver Academy enrolled 89% economically disadvantaged students, 7% special education, 83% Hispanic, 9% African American, and 6% White. We obtain this data through surveys completed by parents or guardians at the time of enrollment. IDEA Carver serves 9% of its scholars in an emergent early exit bilingual program and has received an "A" rating from the Texas Education Agency for the 2021-2022 School year.

Demographics Strengths

IDEA Carver's demographic strengths include less than 10% of students are identified as needing special education services, at 7%. Carver works dilegently to recruit, hire and retain teachers and staff that mirror the needs of the student demographics at Carver Academy. 21% of our teachers are African American and 75% are Hispanic.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The average daily attendance percentage was 94.02% for the 2021 and 2022. **Root Cause:** Absences were not well documented for the 21-22 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate

Problem Statement 2 (Prioritized): Carver academy strives to maintain enrollment and out goal is to retain 90% of our scholars each year. For the 2021-2022 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause:** Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Student Learning

Student Learning Summary

For the 2021-2022 School year, Carver Academy received an overall TEA rating of an "A". Overall, of testing subjects (Reading, Math and Science in 3rd, 4th and 5th grades) 90% of students have a score that reflects they are approaching grade level content. 63% of students are meeting grade level standards and 37% of students are mastering grade level standars. The goal is to have 90% approaches, 60% meets and 30% masters. Carver academy has met the overall acheivement goal and plans to continue increasing student achievement. Overall Math acheivement scores, with the same goal, was 91%/57%/28% and Reading 93%/73%/50%. We also boast having over 90% of our students reading and performing in Math on grade level in Kindergarten, 1st and second grade.

Student Learning Strengths

With a rigorous and detailed accountability system in Texas, Carver Academy is proud of the distinguished "A" rating from TEA along with 5 out of 6 distinctions earned. As a school in an organization that focuses on recruitment, enrollment and persistence of scholars from low socioeconomic backgrounds and minority racial and ethnic groups, we are proud of our efforts in closing the achievement gap across subpopulations. For state accountability, we earned 100 out of 100 points on the closing the gaps domain.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to data collected from our Direct Instruction reading program, only 83% of scholars, in first grade, are reading on grade level. The goal is 90% of scholars are reading on grade level by the end of 1st grade, at Carver Academy. **Root Cause:** Due to a program change from Kinder to 1st grade, scholars came into 1st grade missing decoding skills for the first grade program. Teachers did not provide intervention at BOY and waited until 2nd semester.

Problem Statement 2 (Prioritized): Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause:** 5th grade math and Science needs additional opprotunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

School Processes & Programs

School Processes & Programs Summary

Carver Academy has many school processes and curriculum support programs for students to support our mission of college for all. We offer programs such as Accelerated Reader, Math Hotspot, PE, and art. Our scholars are taught curriculum at an accelerated rate and participate in a classroom environment with weekly live coaching, feedback sessions and daily data reviews with their manager.

At Carver, professional development is provided to 100% of teachers and staff through live coaching, PD sessions each week and coaching feedback meetings.

We had 100% of teachers from the end of the 2021-2022 school year either receive a promotion within the district or return to Carver for the 2022-2023 school year.

Carver Academy had less than acceptable attendance for the 2021-2022 school year. We rewards scholars with good attendance with monthly incentives such as parties, free dress days and special activities.

Carver offers art club after school as well as tutoring and safety patrol to include a variety of scholars in extra-curricular activities.

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): For the 2021-2022 school year, Carver Academy, teacher retention was 93%: 2 classroom teachers resigning before the EOY. **Root Cause:** Teachers resigned due to lack of work life balance and stresses of work causing mental health issues.

Problem Statement 2 (Prioritized): Only 51% of Carver lead classroom teachers are state certified with 0% of teachers ESL or bilingual certified. **Root Cause:** Teachers do not see the value in getting certified by the state due to being hired without the certification. Teachers are not recruited or asked to get certification upon hire.

Priority Problem Statements

Problem Statement 1: The average daily attendance percentage was 94.02% for the 2021 and 2022.

Root Cause 1: Absences were not well documented for the 21-22 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate

Problem Statement 1 Areas: Demographics

Problem Statement 2: Carver academy strives to maintain enrollment and out goal is to retain 90% of our scholars each year. For the 2021-2022 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence.

Root Cause 2: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Problem Statement 2 Areas: Demographics

Problem Statement 3: According to data collected from our Direct Instruction reading program, only 83% of scholars, in first grade, are reading on grade level. The goal is 90% of scholars are reading on grade level by the end of 1st grade, at Carver Academy.

Root Cause 3: Due to a program change from Kinder to 1st grade, scholars came into 1st grade missing decoding skills for the first grade program. Teachers did not provide intervention at BOY and waited until 2nd semester.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13.

Root Cause 4: 5th grade math and Science needs additional opprotunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: For the 2021-2022 school year, Carver Academy, teacher retention was 93%: 2 classroom teachers resigning before the EOY.

Root Cause 5: Teachers resigned due to lack of work life balance and stresses of work causing mental health issues.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Only 51% of Carver lead classroom teachers are state certified with 0% of teachers ESL or bilingual certified.

Root Cause 6: Teachers do not see the value in getting certified by the state due to being hired without the certification. Teachers are not recruited or asked to get certification upon hire.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: During the 2021-2022 school year, IDEA Carver Academy held one expulsion hearing resulting in an administrative withdraw due to continuous aggressive and dangerous behaviors.

Root Cause 7: Restorative practices and parent meetings were not held with fidelity. Social and emotional curriculum was not teaching the explicit rights and wrongs of acceptable behavior at school.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: On average, only 20% of families attend after school, evening and during school events created for family engagement, compared to 86% of families that attended end of the school year award ceremonies. Only 33% of new families attend our Welcome to IDEA event.

Root Cause 8: According to surveys and parent polling, parents report that they are more inclined to come when they are given more than two months notice as well as know and understand the event before choosing to attend.

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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase Carver Academy staff retention to 90% overall

Performance Objective 1: Carver Academy will retain 85% of all staff members from the 2022-2023 school year to the 2023-2024 school year.

High Priority

Evaluation Data Sources: Employment retention data, GPTW surveys, Exit surverys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Carver academy leadership team will create a positive campus culture that promotes growth for all staff both professionally and personally using celebrations weekly at campus assemblies for the IDEA core values. **Strategy's Expected Result/Impact:** Increased staff satisfaction on the GPTW survey for Carver Academy and 85% staff retention year after year. **Staff Responsible for Monitoring:** Campus principal, campus assistant principal of operations **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1	55%	55%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Level 3, 4 and 5 teachers rated using the Teacher Career Pathway will be celebrated through public recognition and incentives related to their teaching roles. **Strategy's Expected Result/Impact:** At least 85% of Carver Academy teachers and staff will retain, not only with IDEA public schools, but with Carver Academy. **Staff Responsible for Monitoring:** Campus Principal and Campus Assistant Principal of Operations. **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2	85%	90%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: For the 2021-2022 school year, Carver Academy, teacher retention was 93%: 2 classroom teachers resigning before the EOY. **Root Cause**: Teachers resigned due to lack of work life balance and stresses of work causing mental health issues.
Problem Statement 2: Only 51% of Carver lead classroom teachers are state certified with 0% of teachers ESL or bilingual certified. **Root Cause**: Teachers do not see the value in getting certified by the state due to being hired without the certification. Teachers are not recruited or asked to get certification upon hire.

Goal 1: Increase Carver Academy staff retention to 90% overall

Performance Objective 2: Carver Academy will acquire an 85% overall satisfaction rate on the Great Places to Work Survey for the 2022-2023 school year.

High Priority

Evaluation Data Sources: Monthly professional development surveys, temperature check surveys and GPTW survey results throughout the year and end of the year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Carver administrative team will conduct monthly temperature checks with GPTW survey questions and use the specific feedback to make adjustments. **Strategy's Expected Result/Impact:** Improve school culture through two way feedback **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 1, 2	0%	80%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: For the 2021-2022 school year, Carver Academy, teacher retention was 93%: 2 classroom teachers resigning before the EOY. **Root Cause**: Teachers resigned due to lack of work life balance and stresses of work causing mental health issues.
Problem Statement 2: Only 51% of Carver lead classroom teachers are state certified with 0% of teachers ESL or bilingual certified. **Root Cause**: Teachers do not see the value in getting certified by the state due to being hired without the certification. Teachers are not recruited or asked to get certification upon hire.

Goal 2: All IDEA Carver students matriculate to college

Performance Objective 1: 100% of Carver College Prep graduates will be accepted to an institution of higher education, attend and graduate from the institution by at least 5 years after their graduation date.

High Priority

Evaluation Data Sources: Data from college counselors, data from state accountability for post secondary readiness, student surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of scholars at Carver Academy will perform academically on grade level by the end of the 2022-2023 school year. **Strategy's Expected Result/Impact:** 100% of scholars from Carver College Prep and Carver Academy will be accepted to college and graduate with at least a 4 year degree due to their academic foundations. **Staff Responsible for Monitoring:** Campus principal, College Prep College Counselors **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Demographics 2 - Student Learning 2	55%	60%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Carver academy strives to maintain enrollment and out goal is to retain 90% of our scholars each year. For the 2021-2022 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause**: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Student Learning
Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause**: 5th grade math and Science needs additional opprotunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Goal 2: All IDEA Carver students matriculate to college

Performance Objective 2: 100% of Carver scholars will read on grade level by the end of their second grade year.

High Priority

HB3 Goal

Evaluation Data Sources: Dibbels and Direct Instruction Data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 100% of scholars at IDEA Carver Academy will participate in Direct Instruction, phonics reading decoding program and participate in progress monitoring. **Strategy's Expected Result/Impact:** 100% of Scholars reading on grade level by the end of second grade **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math - **Problem Statements:** Student Learning 1	100%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: According to data collected from our Direct Instruction reading program, only 83% of scholars, in first grade, are reading on grade level. The goal is 90% of scholars are reading on grade level by the end of 1st grade, at Carver Academy. **Root Cause**: Due to a program change from Kinder to 1st grade, scholars came into 1st grade missing decoding skills for the first grade program. Teachers did not provide intervention at BOY and waited until 2nd semester.

Goal 3: IDEA Carver Academy achieves an A rating

Performance Objective 1: Carver Academy will acheive 90% approaches, 60% meets and 30% masters level performance on all STAAR assessments for the 2022-2023 school year.

High Priority

HB3 Goal

Evaluation Data Sources: TEA accountability reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 80% of the campus lead instructional team's days will be spent directly providing feedback to teachers, coaching or modeling in classroom. **Strategy's Expected Result/Impact:** A rated student achievement on all STAAR exams. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Carver Academy employ an addition staff member that will utilize the math HotSpot technology program to provide all scholars in first through fifth grade opportunities to practice math TEKS and provide intervention instruction on math TEKS. **Strategy's Expected Result/Impact:** Overall achievement scores of 90% approaches grade level, 60% meets grade level and 30% master grade level on STAAR assessments. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** HotSpot Facilitator Staff (1) - Federal Grant - Title 1 - $33,485.76	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Carver Academy will employ an Accelerated Reader Facilitator to monitor and provide instruction in reading utilizing the accelerated reading program for 1st through 5th graders. **Strategy's Expected Result/Impact:** Overall 90% approaches grade level mastery on reading achievement scores on STAAR math assessments **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** 1 staff member responsible for instruction utilizing the AR program - Federal Grant - Title 1 - $35,497.55	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause**: 5th grade math and Science needs additional opprotunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Goal 3: IDEA Carver Academy achieves an A rating

Performance Objective 2: Carver Academy will earn 100% of achievable growth target ratings in the closing the gaps domain for all STAAR assessments for the 2022-2023 school year.

High Priority

HB3 Goal

Evaluation Data Sources: TEA accountability report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Teachers at Carver academy will track daily exit ticket data and participate in exit ticket huddles at least 4 out of 5 days per instructional week to review student achievement data and make instructional adjustments based on leader feedback. **Strategy's Expected Result/Impact:** Increased student achievement and 100% of minority scholars identified in sub. populations will have academic growth from their 3rd grade STAAR to their 4th and from their 4th grade STAAR to their 5th. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Results Driven Accountability** **Problem Statements:** Student Learning 2	75%	75%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause**: 5th grade math and Science needs additional opprotunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Goal 3: IDEA Carver Academy achieves an A rating

Performance Objective 3: Carver Academy will employ a math interventionist, reading interventionist, Math Hot Spot facilitator and Accelerated Reader facilitator, for the 2022-2023 school year with experience and credentials to support learning from below grade level scholars.

High Priority

Evaluation Data Sources: Daily Exit ticket data, unit assessments, state assessments, renstar

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Campus reading and math interventionists will provide feedback, coaching and small group intervention for scholars with a data driven daily schedule that includes dedicated time to dissagregate data to design their next week's schedule. **Strategy's Expected Result/Impact:** Increased grade level performance on daily assignments, unit assessments and STAAR tests for students identified in special population groups. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning **- Results Driven Accountability** **Funding Sources:** Math Interventionist - Federal Grant - Title 1 - $6,500	55%	65%		

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: IDEA Carver Academy achieves an A rating

Performance Objective 4: Carver Academy will increase 3rd grade student achievement scores on state STAAR reading achievement from 85% approaches mastery, 49% meets grade level expectations and 30% meets grade level expectations to 90%, 60%, 30%, respectively.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR TPRS report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students at Carver academy that are reading below grade level will participate in intervention reading programs, such as Reading by Design, Decoding programs from SRA and grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, student work analysis meetings and MTSS. **Strategy's Expected Result/Impact:** Increase 3rd grade student acheivement on state assessments **Staff Responsible for Monitoring:** Campus principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	75%	80%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause**: 5th grade math and Science needs additional opprotunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Goal 3: IDEA Carver Academy achieves an A rating

Performance Objective 5: Carver Academy will increase 3rd grade math student achievement scores on state STAAR Math from 83% approaches mastery, 42% meets grade level expectations and 13% meets grade level expectations to 90%, 60%, 30%, respectively.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR TPRS report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students at Carver academy that are performing in Math below grade level will participate in intervention Math programs, such as ThinkUp!, Math HotSpot and grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, student work analysis meetings and MTSS. **Strategy's Expected Result/Impact:** Increased student achievement on state assessment to 90%/60%/30%, approaches, meets and master performance, respectively. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	75%	90%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause**: 5th grade math and Science needs additional opprotunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Goal 3: IDEA Carver Academy achieves an A rating

Performance Objective 6: Carver Academy will increase all grade level student achievement for students served in special education, on math and reading state assessments from 50% approaches mastery, 11% meets grade level expectations and 0% masters grade level expectations to 90%, 60%, 30%, respectively.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR TPRS report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students at Carver academy that are performing in Math below grade level will participate in intervention Math programs, such as ThinkUp!, Math HotSpot and grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, student work analysis meetings and MTSS. Students at Carver academy that are reading below grade level will participate in intervention reading programs, such as Reading by Design, Decoding programs from SRA and grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, student work analysis meetings and MTSS. **Strategy's Expected Result/Impact:** Increase Special Education student achievement to 90%, 60% and 30% at approaches, meets and masters grade level standards, respectively. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	5%	25%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause**: 5th grade math and Science needs additional opprotunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Goal 3: IDEA Carver Academy achieves an A rating

Performance Objective 7: Carver Academy will increase all grade level student achievement for students identified as Emergent Bilingual, on math and reading state assessments from 69% approaches mastery, 31% meets grade level expectations and 10% masters grade level expectations to 90%, 60%, 30%, respectively.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR TPRS report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students at Carver academy that are performing in Math below grade level will participate in intervention Math programs, such as ThinkUp!, Math HotSpot and grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, student work analysis meetings and MTSS. Students at Carver academy that are reading below grade level will participate in intervention reading programs, such as Reading by Design, Decoding programs from SRA and grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, student work analysis meetings and MTSS. **Strategy's Expected Result/Impact:** Increase Emergent Bilingual student achievement to 90%, 60% and 30% at approaches, meets and masters grade level standards, respectively. **Staff Responsible for Monitoring:** Campus Principal **Title I:** 2.4, 2.5, 2.6, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	50%	65%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause**: 5th grade math and Science needs additional opprotunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Goal 4: Achieve 97.5 over all average student daily attendance at IDEA Carver Academy

Performance Objective 1: Carver Academy will acheive an overall average daily attendance of 97.5% or higher for the 2022-2023 school year.

High Priority

Evaluation Data Sources: Powerschool data reports, TEA accountability reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Students at Carver Academy will be rewarded at least monthly for no more that 1 absence and 1 tardy through high interest activities. **Strategy's Expected Result/Impact:** Reduce frequent absences and increase average daily attendance for students that choose to stay home from school. **Staff Responsible for Monitoring:** Campus Assistant principal of operation **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **- Results Driven Accountability** **Problem Statements:** Demographics 1	0%	0%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The average daily attendance percentage was 94.02% for the 2021 and 2022. **Root Cause**: Absences were not well documented for the 21-22 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate

Goal 4: Achieve 97.5 over all average student daily attendance at IDEA Carver Academy

Performance Objective 2: Carver Academy will provide an engaging physical education program to include healthy habits of excercise and fitness to include monitoring minutes of elevated heart rate during physical fitness.

Evaluation Data Sources: Heart rate monitors, data tracking and reporting through dashboards on the IDEA Hub website

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Scholars will wear heart rate monitoring devices during their Physical Education course and track and monitor their own heart rates and minutes to meet the goal provided by their coach. **Strategy's Expected Result/Impact:** Increased awareness of physical activity and how it affects overall health through increasing students' capacity to keep their heart rate elevated for longer periods of time. **Staff Responsible for Monitoring:** Carver Physical Education Coach **Title I:** 2.5 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1, 2	25%	45%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The average daily attendance percentage was 94.02% for the 2021 and 2022. **Root Cause**: Absences were not well documented for the 21-22 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate
Problem Statement 2: Carver academy strives to maintain enrollment and out goal is to retain 90% of our scholars each year. For the 2021-2022 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause**: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Goal 5: IDEA Carver Academy will achieve an overall student persistence of 90% or greater.

Performance Objective 1: Carver Academy will retain at least 90% of scholars from the 2022-2023 school year to the 2023-2024 school year.

High Priority

Evaluation Data Sources: Data tracking through the campus counselor, withdraw forms, powerschool reports for withdrawn scholars

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Carver Academy will promote persistence by offering at least monthly parent involvement activities that bring joy to both families and scholars. **Strategy's Expected Result/Impact:** Increased persistence and an increased sense of belonging for scholars and families. **Staff Responsible for Monitoring:** Campus Counselor **Title I:** 2.5, 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Perceptions 1	50%	50%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Carver academy strives to maintain enrollment and out goal is to retain 90% of our scholars each year. For the 2021-2022 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause**: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.
Perceptions
Problem Statement 1: On average, only 20% of families attend after school, evening and during school events created for family engagement, compared to 86% of families that attended end of the school year award ceremonies. Only 33% of new families attend our Welcome to IDEA event. **Root Cause**: According to surveys and parent polling, parents report that they are more inclined to come when they are given more than two months notice as well as know and understand the event before choosing to attend.

Goal 5: IDEA Carver Academy will achieve an overall student persistence of 90% or greater.

Performance Objective 2: Carver Academy will achieve at least 85% ratings on student and parent surveys indicating that parents feel that their students are safe at school and students feel that they are safe, overall, at school, each day, by May 2023.

Evaluation Data Sources: Parent and stuent surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Carver Academy will conduct weekly exterior door audits, as required by the Texas Education Agency. Carver Academy will conduct safety drills including active shooter drills, bad weather, fire drills, outside threat and evacuation drills. **Strategy's Expected Result/Impact:** All stakeholders will report at least 85% satisfaction on safety surveys. **Staff Responsible for Monitoring:** Campus Assistant Principal of Operations **Title I:** 2.4, 2.5 **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 2	15%	45%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Carver academy strives to maintain enrollment and out goal is to retain 90% of our scholars each year. For the 2021-2022 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause**: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

State Compensatory

Budget for Carver Academy

Total SCE Funds:
Total FTEs Funded by SCE: 4
Brief Description of SCE Services and/or Programs

Personnel for Carver Academy

Name	Position	FTE
Allison James	Math Interventionist	1
Desiree Gil	Reading Interventionist	1
Jason English	AR facilitator	1
Johanna Charles	Math Hot Spot Facilitator	1

Title I Personnel

Name	Position	Program	FTE
Allison James	Math Interventionist	Title 1	1.0
Jason English	AR facilitator	Title 1	1.0
Johanna Charles	Hot Spot Facilitator	Title 1	1.0

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2	HotSpot Facilitator Staff (1)	Title 1	$33,485.76
3	1	3	1 staff member responsible for instruction utilizing the AR program	Title 1	$35,497.55
3	3	1	Math Interventionist	Title 1	$6,500.00
				Sub-Total	$75,483.31

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

IDEA Carver Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA Carver 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 K-2	K-2 MM Goal Met/Not Met
% Students	N/A	100%	100%	90%	60%	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	93%	92%	86%	61%	Met
% Meets	64%	61%	41%		
% Masters	33%	32%	13%		
% Student Achievement Average	63	62	47		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren.)	24%
% of CSI Passing STAAR	84%
% of SPED Passing STAAR	100%

Reflections	
Areas of Strength	**Areas of Need**
1) Data-driven approach with daily teacher relfection on exit ticket data, weekly & Benchmark with OCS	1) Teachers to increase level of differentiation to reach our most struggling scholars and special population (ELL and SpEd).
2) Adding additional support in 3rd grade to support learning gaps.	2) Teachers to use all TEKS aligned material
3) Implementing effective tutoring/review sessions (Saturday School, after school tutoring,	3) Students will be held accountable for tracking and reflection on all daily grades and assessments.

IDEA Carver 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		**93**	**83**	**90**	65%	10%
					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	91%	92%	96%	70		
% Meets	71%	74%	78%	38		
% Masters	33%	42%	60%	10		
SAS						
% Student Achievement Average	69	69	57	39		
Data Source: CSI						
% Meeting CSI Goal	**Reading AC CSI**					
% CSI (EOY Ren.)	22%					
% of CSI Passing STAAR	39%					
% of SPED reaching approaches STAAR	60%					

Reflections	
Areas of Strength	**Areas of Need**
1) Teachers and leaders used data-driven approach with daily teacher relfection on exit ticket tirackers	1) Teachers and leader need to focus in on consistency of reading/ writing strategies as new format to testing is going to be
2) We used team teaching apporach with BAW and W& W teacher to support in 3rd grade learning	2) Students will be held accountable for tracking and reflection on all daily grades and assessments.
3) Teachers implemented effective tutoring/review sessions (Saturday School, after school tutoring, and	3) Teachers will increase level of differentiation to reach our most struggling scholars and special population (ELL and SpEd).

Carver 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	**N/A**	**99%**	**99%**	**99%**	**100%**	**90%**

Data Source: Science 3-5	
	STAAR Science Grade 5
% Approaches	82%
% Meets	51%
% Masters	25%
% Student Achievement Average	53

Reflections	
Areas of Strength	**Areas of Need**
1) Teacher provided daily tutoring - 1 or more times per week per college house.	1) We will work effectively with struggling learners/special populations.
2) Teacher conducted science experiments and projects that reinforced scholar learning.	2) We will increase focus with science, specifically with vocabulary, in all grade levels with new curriculum
3) Teacher aligned lessons and effectively backwards planned.	3) We will provide daily vocabulary building with frayers and incorporate vocabulary in weekly labs.

Carver Academy

Comprehensive Needs Assessment ACADEMY							
Data Sources: Humanities K-5							
	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	N/A	98	94	99	93	95	100

Reflections	
Areas of Strength	**Areas of Need**
1. Teacher provided daily tutoring/intervention - 1 or more times per week per college house.	1. Amount of Independent practice needs to be increased.
2.Teacher aligned lessons and effectively backwards planned.	2. Students will be held accountable for tracking individual daily grades for exit tickets and assessments.
3. Teachers effectively taught and reinforced academic vocabulary consistently.	3

IDEA Carver Academy

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	11%	17%	31%	40%	31.40%
% Intermediate	42%	71%	42%	57%	
% Advanced	31%	45%	40%	45%	
% Advanced High	45%	2%	25%	37%	

Reflections	
Areas of Strength	**Areas of Need**
1. Ony 11% of scholars at Beginning listening.	1. 2% AH scores on Speaking domain
2. 45% of scholars at Advanced high on listening domain.	2. 25% of scholars scoring AH on Reading domain
	3. 71% of scholars meeting Intermediate on Speaking domain

IDEA Carver Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100
% Instructional Support Retention	93.62%
% Teacher Retention	92.86%
% Campus Support Retention	64.52%
% SPED Certified Teachers	100%
% State/National Certified Teachers	51%
% State Certified Leaders	20%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	91

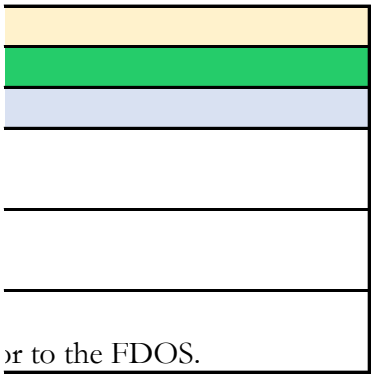
Reflection	
Areas of Strength	**Areas of Need**
92.86% Teacher Retention	0% Board Certified Counselor - in progress
Both campus special education teachers are certified	20% State certified leaders - completed state of texas governance hours
100% school lead team retention	Campus operational staff retention is at the lowest at 64.52%

IDEA Carver Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	94.02%
% Overall Persistence	94%
% New Student Persistence	88.98%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	7.15
% ELL	9%
% Eco Dis	85.06
% Migrant	0
% Race: American-Indian-Alaska-Native	0.48
% Asian	0.32
% White-Hispanic	83.31
% Multi	0.16
% Black-African-American	9.06
% Native-Hawaiian-Pacific-Islander	0.64
% White	6.04
% Male	48.49
% Female	51.51

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Parent Communication	1. Teacher ownership of scholar behaviors.
2. Building Relationships with scholars and families	2. Direct instruction on social skills
3. High Great Places to Work Survey results.	3. Ensuring 100% of families have been onboarded pric

Claudine and Spain



IDEA Carver Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	33%
% Families Attended Curriculum Night	33%
% Families Who Attended EOY Ceremonies	86%
% Families who attended Fall Loteria	20%
% Families who attended College Float Parade	42%
% Families who attended Cougar Gala	70%

Reflection	
Areas of Strength	**Areas of Need**
1. Parent communication of family engagement events.	1. Increase parent involvement with school family engagement events.
2. Monthly attendance incentives for scholars.	2. Onbaording 100% of families
3. Having quarterly family enagement events.	3. Bringing back our parent evnets group.