

IDEA Public Schools

Converse Academy

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated



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**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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): Average daily attendance fell far short of our goal of 97.5%. **Root Cause:** We did not have a clear health matrix in place in order to help guide families on whether to attend school or stay home if feeling unwell.

Problem Statement 2 (Prioritized): Our overall student persistence fell far short of our goal of 90%. **Root Cause:** A lack of strong onboarding and tracking that 100% of families were onboarded led to withdrawals due to an unclear understanding of how our school operates.

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

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

SEL/ Mental Health and Family Engagement

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We need to increase overall teacher retention to above 90%. **Root Cause:** Ensure that all teachers have access to equitable developmental opportunities within the regular coaching cycle.

Problem Statement 2 (Prioritized): Families had minimal opportunity to engage with school staff on site throughout the year. **Root Cause:** We only held 2-3 family engagement events per semester, limiting the ability for families to engage with staff on campus.

Priority Problem Statements

Problem Statement 1: Average daily attendance fell far short of our goal of 97.5%.

Root Cause 1: We did not have a clear health matrix in place in order to help guide families on whether to attend school or stay home if feeling unwell.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our overall student persistence fell far short of our goal of 90%.

Root Cause 2: A lack of strong onboarding and tracking that 100% of families were onboarded led to withdrawals due to an unclear understanding of how our school operates.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Thirteen percent of our rising 3rd graders will need intervention daily to close their gaps in reading and demonstrate an ability to read on grade level.

Root Cause 3: Teachers and leaders failed to identify skill gaps and plan interventions outside of the DI curriculum to close those skill gaps.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers struggle to address foundational skill gaps while also presenting grade level content.

Root Cause 4: Leaders need to provide feedback within the lesson planning cycle to ensure lessons include ways to accelerate instruction to close foundational skill gaps.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: We need to increase overall teacher retention to above 90%.

Root Cause 5: Ensure that all teachers have access to equitable developmental opportunities within the regular coaching cycle.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Families had minimal opportunity to engage with school staff on site throughout the year.

Root Cause 6: We only held 2-3 family engagement events per semester, limiting the ability for families to engage with staff on campus.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Traffic and lack of parking causes frustration for families when hosting campus-wide events.

Root Cause 7: Parking was limited with only Phase 1 parking open. Additionally, we failed to identify and assign parking support for each family engagement event.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Participation in family engagement events was less than 80%.

Root Cause 8: Events were sometimes planned and executed within 2 weeks of the event which didn't allow families to receive advanced notice.

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

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

Student Data: Assessments

- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data






Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of lead teachers return to IDEA Public Schools for the 2023-2024 school year

High Priority

Evaluation Data Sources: Great Place to Work Survey results, Monthly Staff Retention

Strategy 1 Details	Reviews			
Strategy 1: Lift upwards feedback from grade level team leaders through monthly Lead Team & Grade Team Leader tactical meetings Strategy's Expected Result/Impact: Empower grade team leaders to bring upwards feedback to the leadership team so that we can urgently problem solve and address staff concerns. Staff Responsible for Monitoring: Principal, Assistant Principals and Grade Team Leaders TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 2 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:






Demographics
Problem Statement 2: Our overall student persistence fell far short of our goal of 90%. Root Cause: A lack of strong onboarding and tracking that 100% of families were onboarded led to withdrawals due to an unclear understanding of how our school operates.
School Processes & Programs
Problem Statement 1: We need to increase overall teacher retention to above 90%. Root Cause: Ensure that all teachers have access to equitable developmental opportunities within the regular coaching cycle.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 90% of scholars in K-2 end the year reading on or above grade level in their Direct Instruction reading program

High Priority

Evaluation Data Sources: Direct Instruction Weekly On-Track Status, Weekly Mastery, Weekly Lesson Progress, Accelerated Reader Mastery, Accelerated Reader Words Read, DIBELS, RenStar

Strategy 1 Details		Reviews			
Strategy 1: Incentivize all scholars to achieve Word Master and/or Royal Reader recognition in the Accelerated Reader (AR) Zone. Strategy's Expected Result/Impact: Engage scholars in regular reading habits built around choice. Staff Responsible for Monitoring: Vanessa Saenz, AR Zone Facilitator All DI Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 - School Processes & Programs 2 Funding Sources: AR Facilitator - Federal Grant		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:

Student Learning
Problem Statement 1: Thirteen percent of our rising 3rd graders will need intervention daily to close their gaps in reading and demonstrate an ability to read on grade level. Root Cause: Teachers and leaders failed to identify skill gaps and plan interventions outside of the DI curriculum to close those skill gaps.
School Processes & Programs
Problem Statement 2: Families had minimal opportunity to engage with school staff on site throughout the year. Root Cause: We only held 2-3 family engagement events per semester, limiting the ability for families to engage with staff on campus.






Goal 3: IDEA achieves an A rating

Performance Objective 1: Third-grade scholars hit 90% approaches, 60% meets and 30% masters on reading and math STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Daily data tracking of student TEKS mastery. Strategy's Expected Result/Impact: Identify and quickly respond to gaps in student learning Staff Responsible for Monitoring: All Instructional Staff, Assistant Principals of Instruction, Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Thirteen percent of our rising 3rd graders will need intervention daily to close their gaps in reading and demonstrate an ability to read on grade level. Root Cause: Teachers and leaders failed to identify skill gaps and plan interventions outside of the DI curriculum to close those skill gaps.
Problem Statement 2: Teachers struggle to address foundational skill gaps while also presenting grade level content. Root Cause: Leaders need to provide feedback within the lesson planning cycle to ensure lessons include ways to accelerate instruction to close foundational skill gaps.

Goal 3: IDEA achieves an A rating

Performance Objective 2: 19% of 3rd grade Special Education scholars earn meets on reading and math STAAR.

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
Strategy 1: Track daily special education student performance on exit tickets. Strategy's Expected Result/Impact: Have daily data to analyze and respond if reteaching is needed. Staff Responsible for Monitoring: General Education Teachers Special Education Teachers Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:






Student Learning
Problem Statement 1: Thirteen percent of our rising 3rd graders will need intervention daily to close their gaps in reading and demonstrate an ability to read on grade level. Root Cause: Teachers and leaders failed to identify skill gaps and plan interventions outside of the DI curriculum to close those skill gaps. Problem Statement 2: Teachers struggle to address foundational skill gaps while also presenting grade level content. Root Cause: Leaders need to provide feedback within the lesson planning cycle to ensure lessons include ways to accelerate instruction to close foundational skill gaps.

Goal 4: Increase student daily attendance

Performance Objective 1: 97% of students attend school daily as measured through OATT (Official Attendance Taking Time)

High Priority

Evaluation Data Sources: Daily ADA (Average Daily Attendance), List of Chronic Absent Students

Strategy 1 Details	Reviews			
Strategy 1: Provide monthly incentives for scholars and staff who maintain perfect attendance within that month. Strategy's Expected Result/Impact: Increase number of students earning perfect attendance monthly which will impact overall ADA. Staff Responsible for Monitoring: SIS, Registrar, Assistant Principal of Operations TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:







Demographics
Problem Statement 1: Average daily attendance fell far short of our goal of 97.5%. Root Cause: We did not have a clear health matrix in place in order to help guide families on whether to attend school or stay home if feeling unwell.

Goal 5: Increase student persistence

Performance Objective 1: 90% of 1st - 3rd grade scholars meet a minimum of 900 MVPA minutes in PE.

High Priority

Evaluation Data Sources: MVPA minutes report

Strategy 1 Details	Reviews			
Strategy 1: Ensure coaches have equipment charged and ready for all class periods by equipping them with a cart for outdoor classes. Strategy's Expected Result/Impact: All scholars can access a fully charged heart rate monitor for all PE classes. Staff Responsible for Monitoring: Physical Education teachers, Assistant Principal of Instruction Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:






Demographics
Problem Statement 1: Average daily attendance fell far short of our goal of 97.5%. Root Cause: We did not have a clear health matrix in place in order to help guide families on whether to attend school or stay home if feeling unwell.
School Processes & Programs
Problem Statement 1: We need to increase overall teacher retention to above 90%. Root Cause: Ensure that all teachers have access to equitable developmental opportunities within the regular coaching cycle.

Goal 5: Increase student persistence

Performance Objective 2: Hold all required safety drills within the timeline for compliance.

High Priority

Evaluation Data Sources: Required Drills Calendar

Strategy 1 Details		Reviews			
Strategy 1: Calendar all safety drills at least 1 month out. Strategy's Expected Result/Impact: Ensure time is set aside for all required safety drills. Staff Responsible for Monitoring: Facilities Manager, Assistant Principal of Operations, Principal Problem Statements: Demographics 2		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Our overall student persistence fell far short of our goal of 90%. Root Cause: A lack of strong onboarding and tracking that 100% of families were onboarded led to withdrawals due to an unclear understanding of how our school operates.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	AR ZONE FACILITATOR		1

Campus Funding Summary

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

Addendums

Converse 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 1-2	Pk-2 MM Goal Met/Not Met
% Students		66%	70%	55%	67%	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						
% Meets						
% Masters						
% Student Achievement Average						
% Meet 2 year growth						

Data Source: CSI Academy

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

Reflections

Areas of Strength	Areas of Need
1. In Kindergarten and 1st grade, at least 98% or more of students approached grade level standard on their end of year blind assessment.	1. We need to provide more opportunities for intervention within the classroom setting for scholars missing foundational skills.
2. In 2nd grade, 87% of scholars approached grade level standard on their end of year blind assessment.	2. We need to identify ways within the lesson plans to accelerate instruction and close foundational skill gaps while still working to master grade level content.
3. Scholars worked frequently with manipulatives to help them understand concepts.	3. There will be 3 new math teachers within K - 3 next year who will need training and program support to start the year strongly.

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	<div></div> 100%	PTG	<div></div> 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	<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		Action Required	
	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		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State 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		Action Required	
	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		Action Required	
	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		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

Converse 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
1F	Consistent remediation	D	All	Content Teacher	8/10 - 5/27	Script practice, RMT Materials	Campus Data Tracker	DIBELS, COs and Mastery Tests
2C	Additonal Clubs/Electives	O	All	Counselor	8-10/5-27	Basketball league, soccer league	Persistence Tracker	End of Year Parent Survey
2A/2C	FueLED Empathy School	DR	All	Prinicpal	8-10/5-27	Contracted through FueLED	Educators Handbook	Educators Handbook
3B	Principal Family 1 on 1's	O	All	Prinicpal	6-1/8-10	Presentation to fmailies w/refreshments	Onboarding Tracker	Enrollment FDOS
2B	Principal Staff 1 on 1s	O	All	Prinicpal	8-10/5-27	Quarterly check-ins	Staff Satisfaction Tracker	GPTW
2C	Grade level with the best attendance for the week will be allowed to wear clothing of their choice for one day out of the week.	O	All	Administration Teachers Community Aide Attendance Clerk	8/06-5/17	Administration Teachers Community Aide	Attendance Log	Weekly Attendance Report
2C	Reiterate the importance of coming to school through Parent Meetings and our intercommunication system. ("You miss school, you miss out")	O	All	Administration Teachers Community Aide Attendance Clerk	8/06-5/17	Administration Teachers	Attendance Log	Weekly Attendance Report
2C	Make home visits for those students who have three or more absences. Re-board every at-risk parent.	O	All	Administration Teachers Community Aide Attendance Clerk	8/06-5/17	Administration Teachers Community Aide	Attendance Log	Weekly Attendance Report
2C	Take legal action for those students who are truant according to Attendance Policy: 3 or more days unexcused absences within a 4 week period 10 unexcused absences for the year.	O	All	Administration Attendance Clerk Teachers	8/06-5/17	Attendance Clerk Support Staff Vice President of Schools	Attendance Clerk Support Staff	Attendance Reports Weekly Attendance Report
2C	Make daily phone calls for those students who are absent.	O	All	Administration Teachers Community Aide Attendance Clerk	8/06-5/17	Administration Teachers Community Aide	Attendance Clerk Support Staff	Attendance Reports Weekly Attendance Report

Converse Academy

2021-22 Student Achievement Improvement Plan

ACADEMY

2D	<p>1. Engage parents in all facets of the students education by;</p> <p>(a) Conducting Curriculum Nights for all contents at least 1/semester, share regular progress updates through progress reports and family communication</p> <p>(b) Maintain “Family Friendly” School</p> <p>2. Provide Training for staff and parents to promote student achievement:</p> <p>(a) Encourage parents to participate in School Public Meetings and Events; educate on NCLB Act, and LEA Requirements,</p> <p>(b) Ensure that campus support staff, parental staff and parents are actively engaged in meaningful consultation in the planning of;</p>	0	All	ALL	Ongoing	IDEA Family Framework TEA STAAR Study Guide for parents	Parent Surveys Six-Weeks Reports Parent Surveys Evaluations Conferences Parent-Teacher-Student Compacts Literacy Assessments Sign-In Logs	Parent Surveys Parent In-Service Sessions STAAR Reading Scores Staff Development Evaluations Parent Camps Conferences Workshops
2D	<p>Activities that will help student achievement:</p> <p>1. Encourage parents to participate in the Carver Meetings to learn more on how to support their child’s education.</p> <p>2. Conduct Reading/Math/Science Workshops for parents to increase success of At-Risk students.</p> <p>3. Host Parent-School Conferences, Parent Orientation, Meet the Teacher Night, Open House, school meetings, and Coffee w/Administration.</p> <p>Encourage parents to visit and participate in the campus Parent Resource Center, learn about Title 1 Programs, and make and take home materials that will promote student success.</p>	0	All	All		IDEA Family Engagement Plan STAAR Study Guides Administration Teachers Parent Liaison	Parent surveys Six-Weeks Reports LPAC Assessments Sign-In Logs	Parent Survey, Evaluations Title 1 Funds Parent In-Service Sessions Title 1 Public Meetings STAAR Reading Scores Staff Development Evaluations
1F	Consistent remediation	D	All	Content Teacher	8/10 - 5/27	Script practice, RMT Materials	Campus Data Tracker	DIBELS, COs and Mastery Tests
2C	Additional Clubs/Electives	O	All	Counselor	8-10/5-27	Basketball league, soccer league	Persistence Tracker	End of Year Parent Survey
2A/2C	FueLED Empathy School	DR	All	Prinicpal	8-10/5-27	Contracted through FueLED	Educators Handbook	Educators Handbook

Converse Academy
2021-22 Student Achievement Improvement Plan
ACADEMY

3B	Principal Family 1 on 1's	O	All	Principal	6-1/8-10	Presentation to families w/refreshments	Onboarding Tracker	Enrollment FDOS
2B	Principal Staff 1 on 1s	O	All	Principal	8-10/5-27	Quarterly check-ins	Staff Satisfaction Tracker	GPTW
1F	Consistent remediation	D	All	Content Teacher	8/10 - 5/27	Script practice, RMT Materials	Campus Data Tracker	DIBELS, COs and Mastery Tests
2C	Additional Clubs/Electives	O	All	Counselor	8-10/5-27	Basketball league, soccer league	Persistence Tracker	End of Year Parent Survey
2A/2C	FueLED Empathy School	DR	All	Principal	8-10/5-27	Contracted through FueLED	Educators Handbook	Educators Handbook
3B	Principal Family 1 on 1's	O	All	Principal	6-1/8-10	Presentation to families w/refreshments	Onboarding Tracker	Enrollment FDOS
2B	Principal Staff 1 on 1s	O	All	Principal	8-10/5-27	Quarterly check-ins	Staff Satisfaction Tracker	GPTW
1F	Content Huddles	S	All	Content Teacher	8-10/5/27	Weekly LP and Mastery	Campus Data Tracker	Content Assessments
1H	Decoding	S	AR	Interventionist	8-10/5-27	NIFDI Materials	CSI Data Tracker	Ren. STAR
1E	Lesson Planning Clinics	S	All	Content Teacher	8-10/5/27	Lesson Plans and curriculum	Campus Data Tracker	Dist. Assessments
3B	Culture Camp	O	All	Assistant Principal	6-1/8-10	Presentation to families w/refreshments	Onboarding Tracker	Enrollment FDOS

[illegible]

[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

Converse 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	97%	94%	85%	87%	2%	90%
					RR Goal Met/Not Met	WM Goal Met/Not Met
						Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4	
% Approaches					
% Meets					
% Masters					
SAS					
% Student Achievement Average					

Data Source: CSI

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

Reflections

Areas of Strength	Areas of Need
1. We met our goal of having 90% of scholars reading on or above grade level in Pre-K and Kindergarten.	1. Thirteen percent of our rising 3rd graders will need intervention daily to close their gaps in reading and demonstrate an ability to read on grade level.
2. There was a 72% increase in scholars reading on grade level in 1st grade from the beginning of the year to the end of the year.	2. Teachers will leverage skills based interventions to support student mastery earlier in the school year.
3. There was a 20% increase in scholars reading on grade level in 2nd grade from the beginning of the year to the end of the year.	3. We will identify frequently absent students sooner to intervene and get them in school so they don't fall out of their reading instructional groups.

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Comprehensive Needs Assessment

ACADEMY

Data Sources: Science Pk-2

	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students		64%	83%	97%		

Data Source: Science 3-5

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

Reflections

Areas of Strength	Areas of Need
1. Our second grade students performed very strongly on their end of content assessment for Science.	1. We need to increase the number of scholars in Kindergarten and 1st grade mastering Science content by providing more hands on opportunities to work with the content.
2. Students had the opportunity to engage in 90 minutes of instruction for Science daily during the Fall semester.	2. We need to do a stronger job of making cross-curricular connections to the humanities content.
3. Students and teachers enjoyed the Science curriculum.	3. We will conduct weekly grade level lesson planning meetings so that teachers can identify where they can make cross-curricular connections within their lessons.

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Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students		99%	97%	96%			

Reflections

Areas of Strength	Areas of Need
1. Overall, 99% of scholars in all grade levels demonstrated they approached grade level standard on their end of year assessment.	1. We need to do a stronger job of making cross-curricular connections to the humanities content.
1. Overall, 96% or more of scholars in all grade levels demonstrated they met grade level standard on their end of year assessment.	2. We will conduct weekly grade level lesson planning meetings so that teachers can identify where they can make cross-curricular connections within their lessons.
1. Overall, 89% or more of scholars in all grade levels demonstrated they mastered grade level standard on their end of year assessment.	3. We need to increase the opportunities for scholars to write within the humanities classes.

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Comprehensive Needs Assessment

ACADEMY

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	5%	8%	15%	26%	45%
% Intermediate	26%	36%	41%	41%	
% Advanced	31%	36%	23%	21%	
% Advanced High	38%	21%	21%	13%	

Reflections

Areas of Strength	Areas of Need
1. Overall, 45% of our ELL scholars grew one ore more composite levels.	1. Our ELL scholars need more opportunities to write in every class to develop their skills.
2. 95% of our ELL scholars are Intermediate or higher in the Listening domain.	2. Our ELL scholars need more opportunities to speak in every class to practice their English skills.
3. The majority of our ELL scholars are Advanced High in listenting skills.	3. We need to develop our teachers by providing more tools on how to support ELL scholars within the general education classrooms.

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	94%
% Teacher Retention	85%
% Campus Support Retention	100%
% SPED Teachers	10%
% State/National Certified Teachers	62%
% State Certified Leaders	0
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	35

Reflection	
Areas of Strength	Areas of Need
1. We added a licensed school counselor to our leadership team for the 2021-2022 school year.	1. We need to increase overall teacher retention to above 90%.
2. We had a competitive pool of applicants for less than 5 available positions for the beginning of the year 2021-2022.	2. We need to increase the frequency of staff appreciation opportunities.
3. We have retained our top performing staff.	3. We need to involve our families throughout the school year in ways to engage with our staff and support in celebrating them.

Converse Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.46%
% Overall Persistence	89.68%
% New Student Persistence	85.77%
# of Admin Withdrawals/ Level 3 Offenses	2
% SPED	9%
% ELL	16%
% Eco Dis	60%
% Migrant	0%
% Race: American-Indian- Alaska-Native	<1%
% Asian	<1%
% White-Hispanic	61%
% Multi	0%
% Black-African-American	23%
% Native-Hawaiian-Pacific- Islander	<1%
% White	14%
% Male	47%
% Female	53%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1. Overall student persistence is higher for 21-22 than it was for the 20-21 school year.	1. Average daily attendance fell far short of our goal of 97.5% average daily attendance.
2. Average daily attendance had consistent weekly increases through the last quarter of the school year.	2. Overall student persistence is below 90%.

3. Our female to male student ratio is fairly balanced.	3. We need to improve the experience for new to IDEA families by being clear about expectations in the onboarding process.
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Converse Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	62%
% Families Attended Curriculum Night	40%
% 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	N/A

Reflection	
Areas of Strength	Areas of Need
1. There is strong participation for celebratory events hosted on campus.	1. Traffic and lack of parking causes frustration for families when hosting campus-wide events.
2. We had strong participation from parent volunteers for Field Day with more than 50 parent volunteers.	2. For academic engagement events, we need to increase the frequency of opportunities for families to come.
3. Feedback received from parents was positive overall from events hosted in person.	3. We need to give more advanced notice for family engagement events to increase participation.