

# IDEA Public Schools

## Donna Academy

### 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth



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

**Public Presentation Date:** September 14, 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

Revised/Approved: September 14, 2022

## Demographics

### Demographics Summary

IDEA Academy Donna is a Title 1 campus that offers quality educational programs and extracurricular activities to students in grades Prekindergarten through 5th grade. IDEA Academy Donna is a part of one of the fastest growing charter school networks in the Rio Grande Valley. Currently, IDEA Academy Donna has a large student enrollment in the IDEA Public School districts with a membership of 823 students. This is an increase of about 61 students from the previous school year. This increase is attributed to recruitment efforts after the pandemic. New students have enrolled from several different school districts in the Rio Grande Valley, as well as from Mexico.

The school's demographics include approximately 98% of the student population is economically disadvantaged, 96% Hispanic, 6% students with disabilities, and 50% English language learners.

See PDF in Addendum for more information.

### Demographics Strengths

1. 94% Teacher retention
2. 90% of our students persist with us

See PDF in Addendum for more information.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Our attendance has fallen below the 97.5% target. **Root Cause:** Lack of clear communication on campus safety measures

**Problem Statement 2:** The EL, Hispanic and all student subgroups showed a math deficiency in the state assessments in the area of closing the gaps. **Root Cause:** Tracking student progress in specific sub groups started late in the year.

**Problem Statement 3 (Prioritized):** New student population did not meet academic achievement in math or reading. **Root Cause:** Not meeting our persistence goal led to new students enrolling and not enough time to close the gap.

**Problem Statement 4 (Prioritized):** Increase in referrals for social and emotional wellness support for students. **Root Cause:** Greater focus on meeting academic needs of students and not the social and emotional aspect.

# Student Learning

## Student Learning Summary

The 2021-2022 school year continued to be greatly impacted by COVID. IDEA Academy Donna will use the 2021-2022 student achievement results as a point of reference for setting academic goals for this school year. We will focus on targeted academic needs reflected in any 2021-2022 online Reading tests, as well as, district benchmarks and assessment data. Although we saw overall student growth, it is the belief that due to the pandemic, there are many academic gaps in all grade levels with many students. IDEA Academy Donna stakeholders will make every effort to ensure that all students are provided with the best, strategic, and informed instructional practices and technology in order to minimize gaps and increase the learning curve for all students this 2022-2023 school year.

State Accountability for 2021-2022

Domain 1 - Student Achievement - 74 =C

Domain 2 Part A - Academic Growth - 95= A, Domain 2 Part B - Relative Performance -84 =B

Domain 3 - Closing the Gaps - 79=C

Grade Level	Approaches %	Meets %	Masters %	Domain 1 %
3rd Grade Reading	73	43	25	47
3rd Grade Math	67	29	12	36
4th Grade Reading	82	48	23	51
4th Grade Math	72	39	17	43
5th Grade Reading	76	57	35	56
5th Grade Math	80	42	14	45
5th Grade Science	72	42	21	45

see PDF in addendum for more information

## Student Learning Strengths

- Science and Comparative Academic Growth Distinction earned.
- Overall Scaled Score Rating Letter “A”.
- 5th Grade Reading had 35% of the students at a masters level

see pdf in addendum for more information.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Low percentage of students from our subpopulations meeting academic achievement in Math. **Root Cause:** Not enough opportunities for targeted small group instruction during the instructional day.

**Problem Statement 2 (Prioritized):** Overall academic achievement was low in domain 1. **Root Cause:** Lack of teacher training on foundational skills.

**Problem Statement 3:** High percentage of students identified as needing intervention based on BOY assessments. **Root Cause:** Lack of stenciling intervention within school schedule.

**Problem Statement 4 (Prioritized):** Low percentage of students in 1st and 2nd grade level in reading comprehension skills. **Root Cause:** Lack of observations and coaching to support teachers on reading comprehension curriculum.

# School Processes & Programs

## School Processes & Programs Summary

Professional development is planned by our district and at the campus level to ensure that we are informed of new trends in the educational field and to reinforce the best teaching practices for our students. Throughout the year, professional development is provided to all professional district employees. The district provides professional development to target the implementation of best practices in all content areas, special education, physical education, CPR, and CPI. During the summer, the academic services team plans and develops the scope and sequence and lesson plans for all core subject areas. The administrator at IDEA Academy Donna sets high expectations for each teacher to professionally grow and attend professional development classes throughout the summer. Professional development is also provided throughout the year to train teachers on the implementation of the core curriculum. IDEA Academy Donna supports professional growth by continued coaching and developing through classroom observations and feedback meetings to ensure teachers are delivering quality instruction. IDEA Academy Donna encourages and supports continuous growth for all professionals and co-teachers, so that teachers can have a positive impact on student learning and academic growth. Co-teachers are also included in all staff development days so that they can show continuous growth. Administrators are also required to attend coach's academy for professional growth and have weekly check-ins with the principal and other regional instructional coaches to ensure they are also developing their instructional coaching skills.

## 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 holds 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):** Lack co-teacher investment to increase co-teacher retention. **Root Cause:** Lack of differentiation of responsibilities of coteachers vs pay.

**Problem Statement 2:** Lack of professional development opportunities for teachers outside of district. **Root Cause:** Lack of professional development vision.

**Problem Statement 3 (Prioritized):** Lack of teacher skills in providing intervention and strong 1st teach **Root Cause:** Inconsistent side by side planning and rehearsal opportunities with teachers.

# Perceptions

## Perceptions Summary

IDEA Academy Donna prouids itself in promoting a positive climate and culture. High expectations are set for all students and given opportunities to succeed. All successes, whether great or small are celebrated. These celebrations are used to motivate students to improve academically, make efforts to attend school daily and create a positive attitude toward their learning. IDEA Academy Donna staff invites members of the community to visit and provide presentations and activities for students and parents. All students are encouraged to participate in various afterschool activities. IDEA Academy Donna staff understands that parental support is necessary. Our staff maintains a family and community friendly environment. Parents are welcome to volunteer and take parental classes offered on campus. Parents are kept informed of all activities with the use of a monthly calendar, Facebook, Parent newsletter, flyers, Remind, and phone calls.

## Perceptions Strengths

IDEA Academy Donna believes in creating and inviting parents and families to events such as Sports with Dad, Mother's Day, Veterans Day, Grandparents Day and other functions at our school.

IDEA Academy Donna hosts parent classes to help support the academic learning of all students.

IDEA Academy Donna provides school supplies and clothing for those who are in need

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Lack of parental involvement **Root Cause:** Inconsistency in investing stakeholders throughout grade levels.

**Problem Statement 2 (Prioritized):** Lack school and local community partnerships. **Root Cause:** Lack of investment in a communication plan to build partnerships.

# Priority Problem Statements

**Problem Statement 1:** Our attendance has fallen below the 97.5% target.

**Root Cause 1:** Lack of clear communication on campus safety measures

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** New student population did not meet academic achievement in math or reading.

**Root Cause 2:** Not meeting our persistence goal led to new students enrolling and not enough time to close the gap.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Lack of parental involvement

**Root Cause 3:** Inconsistency in investing stakeholders throughout grade levels.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Low percentage of students from our subpopulations meeting academic achievement in Math.

**Root Cause 4:** Not enough opportunities for targeted small group instruction during the instructional day.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Overall academic achievement was low in domain 1.

**Root Cause 5:** Lack of teacher training on foundational skills.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Lack co-teacher investment to increase co-teacher retention.

**Root Cause 6:** Lack of differentiation of responsibilities of coteachers vs pay.

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

**Problem Statement 7:** Lack school and local community partnerships.

**Root Cause 7:** Lack of investment in a communication plan to build partnerships.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Lack of teacher skills in providing intervention and strong 1st teach

**Root Cause 8:** Inconsistent side by side planning and rehearsal opportunities with teachers.

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Low percentage of students in 1st and 2nd grade level in reading comprehension skills.

**Root Cause 9:** Lack of observations and coaching to support teachers on reading comprehension curriculum.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** Increase in referrals for social and emotional wellness support for students.

**Root Cause 10:** Greater focus on meeting academic needs of students and not the social and emotional aspect.

**Problem Statement 10 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **Accountability Data**

- Closing the Gaps Domain

## **Student Data: Assessments**

- Other PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- 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

## **Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Capacity and resources data










# Goals

## Goal 1: Increase staff retention

**Performance Objective 1:** IDEA Academy Donna will ensure that 100% of its teachers meet proficient requirements in the Guidepost to Excellent Teaching by the end of the year.

**High Priority**

**Evaluation Data Sources:** Teachboost, Annual Performance Review

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build a strong partnership with our talent partners and collaborate on opportunities for campus to host meet and greets/tours for candidates and other activities that will attract qualified candidates to our school.</p> <p><b>Strategy's Expected Result/Impact:</b> opportunity to network, build relationships with candidates and promote our campus.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support and retain qualified teachers and staff by implementing procedures and processes to ensure teachers/ staff are provided with quality onboarding practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure teachers attend professional development pertinent to campus needs. Individual Student Growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals of Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for development through weekly observations and feedback meetings.</p> <p>1. Observe staff</p> <p>2. Implement coaching practices using the coaching cycle throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers/staff have consistent meetings with instructional coaches and know their progress. Student academic achievement growth</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Increase staff retention

**Performance Objective 2:** 85% of staff will agree that IDEA Academy Donna is a Great Place to Work.

**Evaluation Data Sources:** Great Place to Work Survey

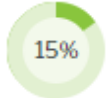
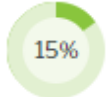




Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Invest teachers in the decision making through feedback surveys or during staff meetings.  <b>Strategy's Expected Result/Impact:</b> increase staff satisfaction and investment in their role.  <b>Staff Responsible for Monitoring:</b> Principal, assistant principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Build strong relationships with staff members                      1. Weekly check-ins with instructional coaches                      2. Principal chats with all staff members to discuss glows/grows, career outlook.  <b>Strategy's Expected Result/Impact:</b> staff satisfaction and retention                      Staff performance increases, individual student academic growth  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide opportunities for recognition and opportunities for growth.                      1. Weekly recognition through teacher newsletter                      2. Monthly celebrations during staff meeting                      3. Opportunity for teachers to have leadership roles (Team/Content Leaders at campus and regional level)  <b>Strategy's Expected Result/Impact:</b> Recognition/appreciation directly impacts student achievement and staff morale  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2:** All IDEA students matriculate to college

**Performance Objective 1:** 100% of IDEA Donna CP seniors will attend college.

**High Priority**







**Evaluation Data Sources:** college application submission, Acceptance dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Collaborate with college prep team on identifying the top 10 seniors of concern and begin problem solving. <b>Strategy's Expected Result/Impact:</b> reduce the number of student concerns, students will go to college. <b>Staff Responsible for Monitoring:</b> Principals, DCC Assistant Principals	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide support in the Person with Influence Program <b>Strategy's Expected Result/Impact:</b> Multiple people to support students with matriculation concerns, students will submit college applications in a timely manner <b>Staff Responsible for Monitoring:</b> Principal, DCC, Assistant Principals	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 2:** All IDEA students matriculate to college

**Performance Objective 2:** 100% of seniors will receive quality IB Programme instruction








Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide feedback on lesson plans that focus on student practice and assessments that align to student practice. <b>Strategy's Expected Result/Impact:</b> Teacher development, student achievement <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Data Analysis: Consistent data conversations to identify misconceptions and provide teachers with practice opportunities for a targeted reteach. <b>Strategy's Expected Result/Impact:</b> Effective and targeted reteach, student academic achievement <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal	Formative			Summative
	Oct	Jan	Mar	June
				
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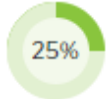




**Goal 3:** IDEA achieves an A rating

**Performance Objective 1:** Third grade performing at or above grade level in reading as measured by the meets grade level standard on STAAR will increase by 7% or more in spring of 2024.

**HB3 Goal**

**Evaluation Data Sources:** Internal exam dashboard, instructional dashboard, weekly internal data analysis.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All K-3 teachers and the principal will attend the guided reading academies trainings provided by the state.  <b>Strategy's Expected Result/Impact:</b> Teachers and principal will increase knowledge and implementation of evidence-based guided reading practices to positively impact student literacy achievement with a focus on English learners.  <b>Staff Responsible for Monitoring:</b> Principal, Instructional coach</p> <p><b>Title I:</b> 2.4  <b>- TEA Priorities:</b> Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide differentiated instruction for students in Meets &amp; Masters groups through enrichment activities, small group intervention, after-school tutoring.  <b>Strategy's Expected Result/Impact:</b> Increase the number of Meets and Masters by 5% points in each grade and each subject area.  <b>Staff Responsible for Monitoring:</b> teachers, instructional coach, principal</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All 3-5 ELA teachers will attend the lead4ward training for development on new reading assessment item types.  <b>Strategy's Expected Result/Impact:</b> building teacher knowledge/student achievement increase  <b>Staff Responsible for Monitoring:</b> Principal. assistant principal</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Use interventionist to improve reading performance. <b>Strategy's Expected Result/Impact:</b> critical students seen in small group/increase student achievement <b>Staff Responsible for Monitoring:</b> CSI, Assistant Principal  <b>Funding Sources:</b> Interventionist - Federal Grant - \$59,300	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				






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

**Performance Objective 2:** Third-5th grade math will meet 6 out 7 (or 85%) math academic achievement targets in Domain 3-closing gaps.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR accountability reports, internal exam dashboard, weekly internal analysis.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor all students in our subpopulation progress by continuously tracking students using exit ticket trackers, and accountability boards such as Locus dashboard.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers and leaders will know which students still need support and will be able to create plans help them reach academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principal, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Invest students by celebrating their growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will feel successful when their gains are celebrate and will continue to be invested in their learning.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement tutoring plans aligned to HB4545 Accelerated Instruction in Reading and Math.</p> <p><b>Strategy's Expected Result/Impact:</b> Close foundational gaps for students who did not pass STAAR or did not end the year on grade level.</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Use interventionist to improve 3rd-5th grade math performance</p> <p><b>Strategy's Expected Result/Impact:</b> close foundational gaps/student achievement increases</p> <p><b>Staff Responsible for Monitoring:</b> Interventionist, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

**Funding Sources:** Interventionist - Federal Grant - \$59,300



No Progress



Accomplished



Continue/Modify



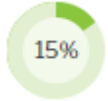


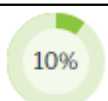






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**Goal 3:** IDEA achieves an A rating

**Performance Objective 3:** 90% Students in PK-2nd grade will be on grade level in Reading by June 2024.

**Evaluation Data Sources:** DI online through Locus dashboard.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Track student progress: Review percentage of students at mastery and remediate students who score below bench mark within 24 hours.</p> <p><b>Strategy's Expected Result/Impact:</b> Closing gaps in a timely manner/student growth</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coach and develop teachers: Weekly check ins with teachers</p> <p>* Use data to guide observations and coaching. Observations with teacher twice a week with on the spot feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher development in content area, student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Use AR facilitator to support students become word masters and royal readers.</p> <p><b>Strategy's Expected Result/Impact:</b> increase reading fluency and comprehension/students reading on grade level</p> <p><b>Staff Responsible for Monitoring:</b> AR zone teacher/teachers</p> <p><b>Funding Sources:</b> AR Zone Facilitator - Federal Grant - \$39,108.96</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Use PK teachers and co-teacher to build a strong reading foundation and improve reading performance</p> <p><b>Strategy's Expected Result/Impact:</b> students on grade level for reading/student achievement</p> <p><b>Funding Sources:</b> PreK Teacher - Federal Grant - \$111,000, Co-Teacher - Federal Grant - \$34,547.04</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				








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

**Performance Objective 4:** 60% of SPED Students attain approaches in STAAR by June 2024

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR Accountability reports, Locus Dashboard

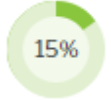






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement an operating mechanism to allow coordination and collaboration between Special Education and General Education teachers on a monthly basis.</p> <p><b>Strategy's Expected Result/Impact:</b> Special education students will be served appropriately based on their academic needs./Student growth</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor the implementation of accommodations for students receiving special education services as specified in the student's IEPs accommodation page from the ARD.</p> <p><b>Strategy's Expected Result/Impact:</b> Special education students will show growth on their state assessments</p> <p><b>Staff Responsible for Monitoring:</b> sped teachers, teachers, principal and assistant principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional development to special education teachers through district led training or through region one.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher development/student growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** Increase student daily attendance

**Performance Objective 1:** IDEA Academy Donna will meet 97% ADA of our daily enrollment.

**High Priority**

**Evaluation Data Sources:** Powerschool



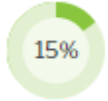





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Communicate with parents the importance of attendance as it relates to academic growth and development.</p> <p>1. Individual parent letters, calls and/or conferences</p> <p>2. Principal meetings, parent weekly</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will understand the importance of attendance and the impact it has on student achievement.</p> <p>Individual student growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, assistant principals, teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Proactively communicate attendance concerns with campus stakeholders.</p> <p>1. Provide grade level administrator updates on students of concern based on number of absences during tactical.</p> <p>2. Provide information on attendance to grade team leaders to cascade to their grade team.</p> <p><b>Strategy's Expected Result/Impact:</b> Administrators and teachers will have data pertaining to their grade level and opportunities to course correct.</p> <p>Individual student academic growth</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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**Goal 4:** Increase student daily attendance

**Performance Objective 2:** 90% of assigned teachers use Move This World curriculum with fidelity.







**Evaluation Data Sources:** Move This World

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers are trained during Beginning of Year Professional Development on Move This World.  <b>Strategy's Expected Result/Impact:</b> Teachers are prepared to help students. Students feel emotionally safe at school  <b>Staff Responsible for Monitoring:</b> School Social Worker, School Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Observations and Feedback on a weekly basis  <b>Strategy's Expected Result/Impact:</b> Move this world makes an impact on behavior and individual student growth. Students feel emotionally safe coming to school  <b>Staff Responsible for Monitoring:</b> Social Worker, counselor   <b>Funding Sources:</b> Social Worker - Federal Grant - \$62,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Increase student daily attendance

**Performance Objective 3:** 75% of students in 2nd-5th grade will achieve 1,200 moderate and vigorous physical activity by the end of the year.

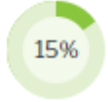







**Evaluation Data Sources:** IHT Spirit

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PE is included in the daily schedule of students.</p> <p><b>Strategy's Expected Result/Impact:</b> vigorous activity is consistent/student health is improved and attends school daily</p> <p><b>Staff Responsible for Monitoring:</b> PE teachers, assistant principal</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Increase student persistence

**Performance Objective 1:** 90% of new students will persist at IDEA Academy Donna









**Evaluation Data Sources:** Locus dashboard, PowerSchool enrollment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build strong partnerships with parents through phone calls from leaders to follow up on overall experience by end of Q1</p> <p><b>Strategy's Expected Result/Impact:</b> increase parent satisfaction/students persist</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Invest parents in child's academic progress by sending personalized invitations to events such as curriculum nights, report card night and parent conferences.</p> <p><b>Strategy's Expected Result/Impact:</b> build partnership with parents/student academic success</p> <p><b>Staff Responsible for Monitoring:</b> School counselor, principal</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 5:** Increase student persistence

**Performance Objective 2:** 90% of K-5th grade students will persist at IDEA Academy Donna

**Evaluation Data Sources:** Locus Dashboard, Powerschool enrollment











Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase parent communication</p> <ul style="list-style-type: none"> <li>-Provide flyers to events 2-3 weeks prior to event</li> <li>-Provide flyers to targeted families via phone call/flyer/</li> <li>-Schedule reminder posts via Remind/Facebook</li> <li>-Monthly Facebook posts to remind parents to change phone numbers with front office staff</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> increased participation at school events/strong partnerships are built with parents and students</p> <p><b>Staff Responsible for Monitoring:</b> school counselor, principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Celebrate student successes through monthly parades, announcement shout outs. quarterly celebrations and newsletter shout outs.</p> <p><b>Strategy's Expected Result/Impact:</b> Team and Family engagement, students are happy to come back each year</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, assistant principals. principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
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**Goal 5:** Increase student persistence

**Performance Objective 3:** IDEA Academy Donna will provide a safe and welcoming environment that is conducive to learning to 100% of our students and staff.

**High Priority**

**Evaluation Data Sources:** campus referrals, apricot 360, roadmap data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Host monthly positive character education traits and positive skills building activities as well as conflict resolution strategies to students for violence prevention and intervention.</p> <p><b>Strategy's Expected Result/Impact:</b> decrease in referrals/student persistence and attendance increases.</p> <p><b>Staff Responsible for Monitoring:</b> counselor, social worker</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Follow the IDEA Public Schools Student Code of Conduct to ensure fair and consistent implementation of school wide discipline management.</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Conduct trainings and monthly practice for lock down, fire drills and other emergency situations using the standard response protocols.</p> <p><b>Strategy's Expected Result/Impact:</b> Understand the different standard response protocols/be prepared during an emergency situation</p> <p><b>Staff Responsible for Monitoring:</b> teachers, crisis management team</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angela Cantu	Social Worker	Title 1	1
Lizette Belmares	Pre-K Teacher	Title 1	1
Magdalena Leal	CO-TEACHER	Title 1	1
Rose Ruiz	Pre-K Teacher	Title 1	1
Veronica Garza	AR Zone Facilitator	Title 1	1
Victoria Ramirez	Interventionist	Title 1	1

# Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	4	Interventionist		\$59,300.00
3	2	4	Interventionist		\$59,300.00
3	3	3	AR Zone Facilitator		\$39,108.96
3	3	4	Co-Teacher		\$34,547.04
3	3	4	PreK Teacher		\$111,000.00
4	2	2	Social Worker		\$62,000.00
<b>Sub-Total</b>					<b>\$365,256.00</b>

# Addendums



## IDEA Academy Donna

Comprehensive Needs Assessment						
ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/N ot Met
% Students	100%	98% (MM5)	86% (EOM5)	84% (EOM7)	37%	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	66%	71%	77%	100%	96%	
% Meets	27%	37%	39%			
% Masters	11%	15%	12%			
% Student Achievement Average	35%	41%	43%			
% Meet 2 year growth	n/a	85%	93%			
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)	74%					
% of CSI Passing STAAR	42%					
% of SPED Passing STAAR	59%					
Reflections						
Areas of Strength				Areas of Need		

<p>1. Alignment- From K to 5th, the focus was to make sure we are covering and working on material that will help students at the next level. For example, Kinder and 1st were already working on strip diagrams and 2nd was incorporating STAAR material in the work. Teachers were able to get familiar with certain strategies and vocabulary due to trainings.</p>	<p><b>1. Subpopulations</b> (EL, All, Continuously and Non cont. enrolled) had gaps in their foundational skills. Students struggled keeping up with new skills being introduced as they did not have foundational skills mastered.</p>
<p>2. Modifications- Teachers had more flexibility this year when it came to lessons being taught. Teachers were able to take an extra day or two depending on student response. Teachers were not rushing and went back to the basics since it was crucial to cover since we were coming back from the pandemic.</p>	<p>2. Content meetings- Teachers want more opportunities to come together (1st-5th) to go over certain areas in math. They want to know what is working/not working and how they can better support. They also would like to meet together to see the material/content at the next level. They want to become more familiar with the content across grade levels and not just their own.</p>
<p>3. Starting off strong- This year we started tutoring, re teaching and regrouping earlier. Teachers were familiar with who they needed to target and knew what to target.</p>	<p><b>3. Overall achievement in STAAR was low for math. Students did low in approaches, meet and masters.</b></p>
	<p>4. Testing Skills- Students need more practice time when it comes to stamina and testing on the computer. Maybe once a month (after 2-3 modules) or so, students could have a day where they practice with a larger exam and have access to a program to support on the computer.</p>
	<p>3. Managing- For lower grades, they have different managers and wonder if it would be possible to have the same for the content. 1 manager for all of math.</p>

## IDEA Academy Donna

Comprehensive Needs Assessment						
ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100	79	70	90	13	84
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Yes	Yes
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading 5	Writing Grade 3	Writing Grade 4	
% Approaches	73	82	75	45	74	
% Meets	42	46	59	24	43	
% Masters	25	24	35	13	27	
SAS	47	51	56	27	48	
% Meeting Growth	NA	85%	89%	NA	NA	
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	79%					
% of CSI Passing STAAR	39%					
% of SPED Passing STAAR	57%					

Reflections	
Areas of Strength	Areas of Need
1. ELA PDs: lower grade pd (alignment) and alignment meetings for 3rd-5th. PD started earlier in the year.	1. Alignment: (upper and lower grades): meetings, content, coaching, lesson planning, practice teaching, ELA content leader, peer observations, education galaxy
2. Materials and resources: writing supplies, STAAR resources, Novels, books all materials on hand.	2. Centered-Based instruction year round: centers earlier in the year. Bringing the joy, interactive journals, teacher small group instruction based on specific skills.
3. Leader support on Identification of ELA gaps and PDs for the root cause. Ex. Genre instruction, CFS alignment, Informational text exposure.	<b>Students in 1st and 2nd grade are not finishing the year on track in reading and they lack comprehension skills.</b>

	<b>The number of students who need critical student intervention (CSI) continues to increase making it difficult to maintain small group sizes.</b>
	3. Writing: Pds, alignment meetings, grammar resources, composition training, leader observations and feedback to continue to improve instruction.

## IDEA Academy Donna

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	83%	86%	87/71/47	87%	83%	87%
Data Source: Science 3-5						
	<b>STAAR Science Grade 5</b>					
% Approaches	71					
% Meets	40					
% Masters	20					
% Student Achievement Average	44					

Reflections	
Areas of Strength	Areas of Need
1. Data driven instruction and effective tracker system (exit tickets and unit exams) in place.	1. Time for unpacking units and organizing district lessons in order to have successful lesson delivery.
2. Daily science implementation through videos, reading, hands on activities, amplify curriculum	2 *Rise unit- provide resources and trainings to better support in this subject
3. Lesson plans and unit plans are teacher friendly, ready for internalization with exemplars	3. Creating opportunities to invest parents such as projects, science fairs, science field lessons, and guest speakers.
4. Classroom resources provided such as academic calendars, consumables, science tools.	

## IDEA Academy Donna

### 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
<b>% Students</b>	n/a	92%	100/86/57	99%	91%	95%	100/94/67

#### Reflections

Areas of Strength	Areas of Need
1.3rd-5th daily humanities lesson.	1.Humanities classroom needs workbooks. Anchor text missing. Variety of student daily work (all grade levels)
2. Resources provided such as lesson plans, calendars, student work, unit exams.	2.Student friendly digital resources provided by district such as education galaxy.
demonstrate mastery and encourages students to participate in class. This creates a fun learning	3.Clear exemplars with specific instructions.
	4.Investing parents through curriculum nights, Field lessons (museum) and more

# IDEA Academy Donna

## Comprehensive Needs Assessment

### ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who progressed AT LEAST ONE proficiency level
<b>% Beginning</b>	K: 35% 1: 16% 2: 5% 3: 0% 4: 10% 5: 11%	K: 46% 1: 24% 2: 29% 3: 15% 4: 18% 5: 17%	K: 61% 1: 31% 2: 30% 3: 16% 4: 8% 5: 6%	K: 95% 1: 43% 2: 32% 3: 16% 4: 8% 5: 2%	K: N/A 1: 20-21: 44% -> 21-22: 59% 2: 20-21: 40% -> 21-22: 67% 3: 20-21: 24% -> 21-22: 42% 4: 20-21: 18% -> 21-22: 19% 5: 20-21: 30% -> 21-22: 33%
<b>% Intermediate</b>	K: 46% 1: 52% 2: 27% 3: 8% 4: 35% 5: 24%	K: 40% 1: 48% 2: 54% 3: 68% 4: 53% 5: 48%	K: 26% 1: 57% 2: 39% 3: 33% 4: 27% 5: 19%	K: 5% 1: 50% 2: 48% 3: 44% 4: 27% 5: 22%	
<b>% Advanced</b>	K: 19% 1: 26% 2: 48% 3: 34% 4: 30% 5: 43%	K: 14% 1: 22% 2: 18% 3: 14% 4: 29% 5: 35%	K: 12% 1: 9% 2: 27% 3: 23% 4: 31% 5: 26%	K: 0% 1: 7% 2: 20% 3: 33% 4: 39% 5: 41%	
<b>% Advanced High</b>	K: 0% 1: 7% 2: 20% 3: 57% 4: 62% 5: 22%	K: 0% 1: 5% 2: 0% 3: 3% 4: 0% 5: 0%	K: 0% 1: 3% 2: 4% 3: 27% 4: 33% 5: 50%	K: 0% 1: 0% 2: 0% 3: 7% 4: 25% 5: 35%	

#### Reflections

Areas of Strength	Areas of Need
1. Wit and Wisdom offers opportunities for more grade levels to practice listening, speaking and writing.	1. Inform parents about TELPAS to increase awareness and support.
2. Preparation and training for upper grades	2. Consistent practice for students, for example using FlipGrid to record themselves, answer questions in complete sentences, and use details.
3. ELA teachers got to serve as TAs during TELPAS.	3. Use Accountable talk for all grade levels (I agree, with you because..., I disagree with you because..) Find a way to align accountable talk throughout grade levels.
	4. Make trainings available for all teachers, not just upper grades.

## IDEA Academy Donna

Comprehensive Needs Assessment	
<b>ACADEMY</b>	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	92%
% Teacher Retention	94%
% Campus Support Retention	76%
% SPED Teachers	12%
% State/National Certified Teachers	42%
% State Certified Leaders	40%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	N/A

Reflection	
Areas of Strength	Areas of Need
1. Teacher celebrations/ Shout outs/ Bonuses	1. Mentoring System for new employees with 1-2 years experience.
2. Employee relationships with managers has been positive overall.	<b>2. There is high turnover for staff (co-teachers).</b>
3. Teacher workload has been balanced.	3. Need more opportunities to get to know teams. Grade level meetings should include team building opportunities.
4. Managers have been supportive and consistently coaching teachers.	4. Focus on BOY culture expectations for new teachers. and staff.
	<b>5. Professional development opportunities are limited to IDEA created vs. outside sources.</b>
	Teachers need more support on closing gaps with students who are 2 or more years behind.



## IDEA Academy Donna

<b>Comprehensive Needs Assessment</b>	
<b>ACADEMY</b>	
<b>Data Source: School Culture and Climate</b>	
	<b>Campus %</b>
% Average Daily Attendance	91.25%
% Overall Persistence	92.00%
% New Student Persistence	91.00%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	7.35%
% ELL	50.39%
% Eco Dis	99.87%
% Migrant	.39% (3)
% Race: American-Indian- Alaska-Native	0%
% Asian	.13%, (1)
% White-Hispanic	96.33% (734)
% Multi	0.01%
% Black-African-American	0%
% Native-Hawaiian-Pacific- Islander	0%
% White	3.54% (27)
% Male	51.57% (393)
% Female	48.43% (369)

<b>Data Source: School Culture and Climate</b>	
<b>Reflections</b>	
<b>Areas of Strength</b>	<b>Areas of Need</b>

<p>1. Teachers feel appreciated and recognized for hardwork through monthly teacher celebrations, Teacher of the Month, shout outs on Teacher Weekly and including team building activities to encourage a strong school culture.</p>	<p>1. Student Behavior: Students should have severe consequences aligned to the student Code of Conduct for behavior that is harmful to other students. Behavior tracker works for students who forget to do homework, talking in class and minor infractions. However, students who harm other students or are disruptive in class don't have severe consequences.</p>
<p>2. Student activities such as Christmas Festival, Spring Dance and behavior celebrations create a strong school culture ( bring back LITERACY NIGHT)</p>	<p>2. Parent Investment/Event logistics: It would be beneficial to resume curriculum nights at the BOY to review grade level expectations; logistics for events such as the Christmas Festival need improvement so that parents don't complain to teachers; resume family events and plan behavior celebrations ahead of time to allow teachers to prepare and request supplies as needed.</p>
<p>3. Implementing the teacher weekly has been helpful to provide information about upcoming events, important announcements and shout outs. Morning announcements have been beneficial in setting the tone for the day and building culture with students by including</p>	<p>3. <b>Accountability/Campus Processes:</b> Host a meeting with parents of students who are "repeat offenders" for ADA and behavior to reset expectations. Teachers can document and contact parents but many times parents and students are not responsive until ADMIN makes contact with parent.</p>
<p>4. PD session provides planning time to prepare for upcoming lessons</p>	<p>4. During PD, it would be helpful to include sufficient planning time to prepare for the upcoming lessons and implement what was discussed during PD (LOWER GRADES). Teachers requesting support for all programs being taught such as Wit and Wisdom (Kinder)</p>
	<p><b>The number of student who need social emotional support is increasing.</b></p>

## IDEA Academy Donna

Comprehensive Needs Assessment <b>ACADEMY</b>	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	98%
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	97%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	90%
% Families who attended Spring Festival	NA

Reflection	
Areas of Strength	Areas of Need
1. Newsletter was a success, parents enjoyed and appreciated being updated	<b>1. Family engagement: Investing parents in their child's academic performance.</b>
2. Winter festival brought families in after not being allowed to visit campus due to COVID restrictions.	2. Booster Club (parent club) needed to fundraise, organize and help with events.
3	3. Create events that showcase student's heritage
	<b>4. Increase community partnerships: Network with the city of Donna to increase community involvement.</b>

## 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