

IDEA Public Schools

Eastside Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 21, 2022

Public Presentation Date: September 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

Revised/Approved: September 15, 2022

Demographics

Demographics Summary

In 2015 the IDEA organization saw the need for a campus on the Eastside of San Antonio. Our journey through the last 7 years was very trying. We serve a community of low socioeconomic families who come with emotional strains daily. Until the school year 2021-2022, we were a failing campus. We are proud to say that we are currently a B campus and we will continue to rise.

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): Overall and New Student Persistence **Root Cause:** Lack of consistent and clear communication to all stake holders regarding student culture and disciplines. The lead team failed to review parent survey responses of what keeps students and families invested/happy at our campus.

Problem Statement 2 (Prioritized): Level 3 Offenses **Root Cause:** We failed to coach our teachers on how to de escalate student behaviors and failed to host persistence events for our families to get to know our staff.

Problem Statement 3 (Prioritized): Community Demographics **Root Cause:** 1. Single parent homes where parents struggle to get student(s) to and from school without transportation. 2. High poverty causing families not financially able to purchase uniforms required by campuses.

Student Learning

Student Learning Summary

We achieved B rating! The first time in history at our campus. Our campus had been a low performing campus but that changed this past year. We met our TELPAS goal as well as 5/6 distinctions.

We had amazing increase of results in several areas this year. Our DI year to year comparison reflect the amount of growth our campus has made since 2017 (see data below). We ended the year at 89% and the goal was 90% of K-2 on track.

In our electives, we met Hot Spot honor roll and earned highest performing ilearning hotspot honor roll campus in the region. In AR, we met the word master goal and ended at 7% (goal was 10%) of royal readers. This is the highest AR data since the campus opened. Our critical student intervention students surpassed their goal of meeting their growth goal on either staar reading or staar math. Staar reading overall growth goal met was 90% staar math overall growth goal met was 83%.

See PDF in Addendum for more information.

DI Year to Year Comparison

EOY		May 2017	May 2018	May 2019	May 2020	June 2021	June 2022
Kinder	Reading	82%	90%	94%	74%	90%	94%
First Grade	Reading	35%	54%	65%	49%	50%	73%
Second Grade	Reading	45%	57%	59%	46%	64%	97%

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): % of meets and masters students **Root Cause:** Teachers did not have a strong first teach at the beginning of the year. They showed growth in this area towards the end of the year which did not allow enough time for instructional coaches to focus on coaching teachers how to increase the rigor.

Problem Statement 2 (Prioritized): Daily Attendance and persistence **Root Cause:** Instructional leader failed to coach new teachers to mastery on how to handle disciplinary actions in the classroom and how to effectively follow up with families after an incident. This led to parent frustration, low student ada, and eventually WD from our campus or a transfer.

Problem Statement 3 (Prioritized): Lack of EL Program **Root Cause:** No designated program/content for ELL students who come into our organization not able to speak English and cannot perform and meet the academic expectations.

Problem Statement 4 (Prioritized): Rigor gaps from 2nd to 3rd Grade **Root Cause:** Curriculum gaps from 2nd grade to 3rd grade for reading and math (students are asked to perform at a level in 3rd grade which is not bridged strong enough in 2nd with our curriculum)

School Processes & Programs

School Processes & Programs Summary

At our campus we have a variety of instructional coaches that develop the instructional leaders. We have our principal, assigned director of leader development as well as a direct instruction coach, CSI coach, SpEd services coach, and learning/reading coach. Our coaches check in with us weekly, conduct joint observational rounds, rate us on School leadership levels, and quarterly progress towards goals meetings.

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

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

SEL/ Mental Health and Family Engagement

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

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

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

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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Portfolio Assignments **Root Cause:** Leaders are assigned a portfolio that consists of different contents. It takes time for leaders to learn the content to be able to coach effectively and with urgency. This year, we split portfolios based on strengths.

Problem Statement 2 (Prioritized): Building Relationships with our Parents **Root Cause:** As a campus, we have failed to build strong relationships with all of our families in K-12. 2. In order to invest families early on and not have persistence gaps, there should be a scholarship program in that will be awarded in STAAR level grades that would be awarded to students upon graduation.

Problem Statement 3 (Prioritized): Closing Gaps **Root Cause:** Students are placed in grade level from previous school where students cannot perform. There is no procedure to ensure students get the education with frustrating families.

Perceptions

Perceptions Summary

We held trunk or treat, Christmas special, lunch with grandparents day, end of the year bash, quarterly awards ceremonies and had a good turn out. However, we did not count the number of families who attended the events. We will do so for this year.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Campuses are not all equitable. **Root Cause:** Schools should receive flat base funding amount for operational purposes and a separate amount for performance/accolades.

Problem Statement 2 (Prioritized): We failed to connect with 100% of our families via remind **Root Cause:** As a campus, we did not prioritize making 1 on 1 contact with each one of our families

Priority Problem Statements

Problem Statement 1: Overall and New Student Persistence

Root Cause 1: Lack of consistent and clear communication to all stake holders regarding student culture and disciplines. The lead team failed to review parent survey responses of what keeps students and families invested/happy at our campus.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Level 3 Offenses

Root Cause 2: We failed to coach our teachers on how to de escalate student behaviors and failed to host persistence events for our families to get to know our staff.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Daily Attendance and persistence

Root Cause 3: Instructional leader failed to coach new teachers to mastery on how to handle disciplinary actions in the classroom and how to effectively follow up with families after an incident. This led to parent frustration, low student ada, and eventually WD from our campus or a transfer.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: % of meets and masters students

Root Cause 4: Teachers did not have a strong first teach at the beginning of the year. They showed growth in this area towards the end of the year which did not allow enough time for instructional coaches to focus on coaching teachers how to increase the rigor.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Portfolio Assignments

Root Cause 5: Leaders are assigned a portfolio that consists of different contents. It takes time for leaders to learn the content to be able to coach effectively and with urgency. This year, we split portfolios based on strengths.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Building Relationships with our Parents

Root Cause 6: As a campus, we have failed to build strong relationships with all of our families in K-12. 2. In order to invest families early on and not have persistence gaps, there should be a scholarship program in that will be awarded in STAAR level grades that would be awarded to students upon graduation.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: We failed to connect with 100% of our families via remind

Root Cause 7: As a campus, we did not prioritize making 1 on 1 contact with each one of our families

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Campuses are not all equitable.

Root Cause 8: Schools should receive flat base funding amount for operational purposes and a separate amount for performance/accolades.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Closing Gaps

Root Cause 9: Students are placed in grade level from previous school where students cannot perform. There is no procedure to ensure students get the education with frustrating families.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Lack of EL Program

Root Cause 10: No designated program/content for ELL students who come into our organization not able to speak English and cannot perform and meet the academic expectations.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Rigor gaps from 2nd to 3rd Grade

Root Cause 11: Curriculum gaps from 2nd grade to 3rd grade for reading and math (students are asked to perform at a level in 3rd grade which is not bridged strong enough in 2nd with our curriculum)

Problem Statement 11 Areas: Student Learning

Problem Statement 12: Community Demographics

Root Cause 12: 1. Single parent homes where parents struggle to get student(s) to and from school without transportation. 2. High poverty causing families not financially able to purchase uniforms required by campuses.

Problem Statement 12 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data







- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Increase staff retention

Performance Objective 1: Increase our staff retention by bringing joy and leading with heart and drive.

Evaluation Data Sources: In house staff job satisfaction survey, GPTW, and retention % at EOY.

Strategy 1 Details	Reviews			
Strategy 1: Leader development for GTLs Strategy's Expected Result/Impact: Proficient in SLLs Staff Responsible for Monitoring: Lead Team members TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monthly staff outings. Strategy's Expected Result/Impact: % of teachers who attend and in house satisfaction survey Staff Responsible for Monitoring: Lead team TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase staff retention

Performance Objective 2: Eastside Academy leadership team will create a positive campus culture that promotes growth for all staff both professionally and personally using celebrations weekly at campus assemblies for the IDEA core values.

Strategy's Expected Result/Impact:

Increased staff satisfaction on the GPTW survey for Eastside Academy and 85% staff retention year after year.

Staff Responsible for Monitoring:

Campus principal, campus assistant principal of operations

Title I:

2.4

-

TEA Priorities:

Recruit, support, retain teachers and principals

-

ESF Levers:

Lever 3: Positive School Culture

Problem Statements:

School Processes & Programs

1






High Priority

Evaluation Data Sources: GPTW, Pulse Check Surveys, Monthly Joy factor celebrations/events, meeting with teachers and listen to concerns

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of idea students will matriculate to college.

Evaluation Data Sources: First day of school matriculation. On progress to graduate data, college acceptance letters, fafsa completion status.

Strategy 1 Details	Reviews			
Strategy 1: Academy teachers and lead team will help tutor CP scholars in TSI. Strategy's Expected Result/Impact: TSI results. 100% by October. Weekly updates by DCC and CCs Staff Responsible for Monitoring: DCC and CCs TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Funding Sources: Teachers to Tutor (not sure on the amount of \$) - State Compensatory Education	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 100% of scholars at Eastside Academy will perform academically on grade level by the end of the 2022-2023 school year.

Strategy's Expected Result/Impact:

100% of scholars from Eastside College Prep and Eastside Academy will be accepted to college and graduate with at least a 4 year degree due to their academic foundations.

Staff Responsible for Monitoring:

Campus principal, College Prep College Counselors

Title I:

2.6

-

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

-

ESF Levers:

Lever 5: Effective Instruction

-

Results Driven Accountability

Problem Statements:

Demographics

2

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Student Learning

2

High Priority

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

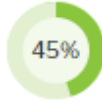

Goal 3: IDEA achieves an A rating

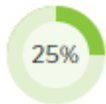




Performance Objective 1: Increase our overall 90/60/30 AA by having a strong first teach, analyzing data, and responding to the gaps with urgency.

High Priority

HB3 Goal

Evaluation Data Sources: Daily exit ticket data, weekly quizzes, district assessments, and mocks.

Strategy 1 Details	Reviews			
Strategy 1: Lead team will adjust calendars to reflect 50% of day in classrooms coaching teachers. Strategy's Expected Result/Impact: Increase overall student achievement average. Staff Responsible for Monitoring: Instructional leaders TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Daily Exit Ticket Sort and Data input on Tracker with OCS. Track sub pop groups. Strategy's Expected Result/Impact: 90/60/30 data Staff Responsible for Monitoring: APIs TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Critical Student Interventionist \ small group pull out support Strategy's Expected Result/Impact: Exit ticket for tutoring and tracking of assessment growth Staff Responsible for Monitoring: APIs and lead teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Interventionist - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: IDEA achieves an A rating

Performance Objective 2: Campus reading and math interventionists will provide feedback, coaching and small group intervention for scholars with a data driven daily schedule that includes dedicated time to disaggregate data to design their next week's schedule.

Strategy's Expected Result/Impact:

Increased grade level performance on daily assignments, unit assessments and STAAR tests for students identified in special population groups.

Staff Responsible for Monitoring:

Campus Principal

Title I:

2.4, 2.6

-

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

-

ESF Levers:

Lever 1: Strong School Leadership and Planning

-

Results Driven Accountability

Evaluation Data Sources: Daily assessments, unit assessments and STAAR tests for students

Goal 3: IDEA achieves an A rating

Performance Objective 3: Eastside Academy will earn 100% of achievable growth target ratings in the closing the gaps domain for all STAAR assessments for the 2022-2023 school year.

Teachers at Carver academy will track daily exit ticket data and participate in exit ticket huddles at least 4 out of 5 days per instructional week to review student achievement data and make instructional adjustments based on leader feedback.

Strategy's Expected Result/Impact:

Increased student achievement and 100% of minority scholars identified in sub. populations will have academic growth from their 3rd grade STAAR to their 4th and from their 4th grade STAAR to their 5th.

Staff Responsible for Monitoring:

Campus Principal

Title I:

2.4, 2.6

-

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

-

Results Driven Accountability

Problem Statements:

Student Learning

2

High Priority

HB3 Goal

Evaluation Data Sources: TEA Accountability Report

Goal 3: IDEA achieves an A rating

Performance Objective 4: Eastside Academy will employ a reading interventionist, Hot Spot /Accelerated Reader facilitator, for the 2022-2023 school year with experience and credentials to support learning from below grade level scholars.

High Priority






HB3 Goal

Evaluation Data Sources: AR/HS data, Intervention data from weekly touchpoints

Goal 4: Increase student daily attendance

Performance Objective 1: Earn 97% ADA by creating a joyful school.

Evaluation Data Sources: Daily attendance and ADA escalation matrix.

Strategy 1 Details		Reviews			
Strategy 1: SIS will report absentee data to principal by 9am daily Strategy's Expected Result/Impact: Daily ADA goal 97% Staff Responsible for Monitoring: SIS, APO, GTLs, Counselor, and APIs TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Goal 4: Increase student daily attendance

Performance Objective 2: Eastside Academy will achieve an overall average daily attendance of 97.5% or higher for the 2022-2023 school year. Students at Eastside Academy will be rewarded at least monthly for no more than 1 absence and 1 tardy through high interest activities.

Strategy's Expected Result/Impact:

Reduce frequent absences and increase average daily attendance for students that choose to stay home from school.

Staff Responsible for Monitoring:

Campus Assistant principal of operation

Title I:

2.4, 2.6

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TEA Priorities:

Build a foundation of reading and math

-

ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

-

Results Driven Accountability

Problem Statements:

Demographics








1

Goal 5: Increase student persistence

Performance Objective 1: 90% overall student persistence.

High Priority

Evaluation Data Sources: Locus (persistence data), daily attendance, academics, and behavior infractions.

Strategy 1 Details	Reviews			
Strategy 1: Bi weekly Mission list meetings Strategy's Expected Result/Impact: Daily persistence report out to principal Staff Responsible for Monitoring: Counselor, APIs and principals TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: We bring joy by hosting bi weekly field day to one grade level homeroom with the most points. Strategy's Expected Result/Impact: Maintain 90% or above overall persistence Staff Responsible for Monitoring: AC, APIs, and GTLS TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Quarterly parent conferences to inform parents of scholar's quarterly progress and next steps. Strategy's Expected Result/Impact: Campus tracker with parent participation. Staff Responsible for Monitoring: APIs and GTLS TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase student persistence

Performance Objective 2: Eastside Academy will promote persistence by offering at least monthly parent involvement activities that bring joy to both families and scholars.

Strategy's Expected Result/Impact:

Increased persistence and an increased sense of belonging for scholars and families.

Staff Responsible for Monitoring:

Campus Counselor

Title I:

2.5, 4.1, 4.2

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TEA Priorities:

Build a foundation of reading and math

-

ESF Levers:

Lever 3: Positive School Culture

Problem Statements:

Demographics

2

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Perceptions

1

High Priority

Evaluation Data Sources: monthly events, fliers, experiences

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	ILEARNING HOT SPOT FACILITATOR		1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3	Interventionist		\$0.00
Sub-Total					\$0.00
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Teachers to Tutor (not sure on the amount of \$)		\$0.00
Sub-Total					\$0.00

Addendums

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90%
% Overall Persistence	78%
% New Student Persistence	68%
# of Admin Withdrawals/ Level 3 Offenses	5
% SPED	9.52
% ELL	21.34
% Eco Dis	95.24
% Migrant	0.18
% Race: American-Indian- Alaska-Native	0
% Asian	0
% White-Hispanic	73.72
% Multi	0.53
% Black-African-American	22.93
% Native-Hawaiian-Pacific- Islander	0
% White	0.82
% Male	9.91
% Female	50.09

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
ADA above 90%	Overall + new student persistence
2	ADA
3	level 3 offenses

Eastside Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students		92	85	85		

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	37	57	51	61% overall	Yes	
% Meets	13	26	23			
% Masters	2	6	8			
% Student Achievement Average	17	30	27			
% Meet 2 year growth	0	67	100			

Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	38%	
% of CSI Passing STAAR	11%	
% of SPED Passing STAAR	30%	

Reflections

Areas of Strength	Areas of Need
Kinder Math	Overall AA in 3-5
4th math strongest in k-5	CSI passing Staar and Renstar
100 of 5th met GG	Sped passing staar

Eastside 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		94	73	97	61	7
					RR Goal Met/Not Met	WM Goal Met/Not Met
					y	n
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reaing Grade 5	STAAR Writing Grade 4		
% Approaches	60	61	72			
% Meets	32	36	42			
% Masters	18	17	22			
SAS						
% Student Achievement Average	37	38	45			
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	0%					
% of CSI Passing STAAR	41%					
% of SPED Passing STAAR	35%					

Reflections	
Areas of Strength	Areas of Need
met royal reader goal	CSI renstar pass rate in 3rd reading and STAAR passing rate
Kinder and 2nd grade DI	overall AA in 3-5 reading
5th grade highest performing in 3-5	SPED passing rate on STAAR

Eastside Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Science Pk-2

	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students		99	93	91	70	82

Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches	63	
% Meets	25	
% Masters	13	
% Student Achievement Average	34	

Reflections

Areas of Strength	Areas of Need
kinder science	3rd science mastery and quality of work
1st grade science	5th science mastery and quality of work
2nd grade science	4th science mastery and quality of work

Eastside Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students		97	100	99	77	81	99

Reflections

Areas of Strength	Areas of Need
1st grade performance	3rd grade mastery and quality of work
2nd grade performance	4th grade and quality of work
5th grade performance	kinder and quality of work

Eastside Academy

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	16	28	25	27	1st: 73%
% Intermediate	28	42	34	28	2nd: 53%
% Advanced	36	23	27	20	3rd: 64%
% Advanced High	20	7	15	26	4th 11% 5th 10%

Reflections

Areas of Strength	Areas of Need
73% of 1st grade grew at least one composite level; 27% grew at least 2 levels	Ells need more practice in writng. 20% scored advanced
Our campus met the 36% target and the 42% long term targ	students performed lowest in listening in all grade levels
56% of students tested made the composite growth	Students need more opportunities in class to listen and respond to prompts

Eastside Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80
% Instructional Support Retention	73
% Teacher Retention	73
% Campus Support Retention	ops retention 77%
% SPED Teachers	Retained 1/3 33%
% State/National Certified Teachers	0
% State Certified Leaders	0
% State/Board certified Counselors	1
Number of teacher applicants per 2021-22 school year	

Reflection	
Areas of Strength	Areas of Need
lead team retention is 80%- highest retention rate	instructional support/teacher retention
our school counselor is certified	Sped teacher retention
onboarding plans are created in advance for any hires after BOY	leader retention

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	Data not available
% Families Attended Curriculum Night	Data not available
% Families Who Attended EOY Ceremonies	Data not available
% Families who attended Fall Festival	Data not available
% Families who attended Winter Festival	Data not available
% Families who attended Spring Festival	Data not available

Reflection	
Areas of Strength	Areas of Need
NA	We will track percentage of participation at all events
NA	Increase community presence and involvement
NA	Increase family involvement and engagement on campus