IDEA Public Schools

Edgecliff Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

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

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are a K-5 elementary on the south side of Fort Worth. We are a minority majority campus with 90% of our scholars qualifying for free or reduced lunch. Most of our teachers currently have less than 5 years of experience. Our aim is to ensure that 100% of our scholars enter 3rd grade reading on grade level and 100% of our 5th grade scholars leave us ready for the rigors of middle school.

Demographics Strengths

See addendum

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our new student persistence was below 80%. **Root Cause:** We did not properly onboard new families that received offers in July and August.

Problem Statement 2 (Prioritized): Our attendance was 6% lower than in 2020-2021. **Root Cause:** We were not able to execute a strong matrix for ADA escalation for habitual ADA offenders.

Student Learning

Student Learning Summary

Overall, scholars progress well at IDEA Edgecliff Academy. 86% of K-2 scholars finished the year reading at or above reading level. Our RTI system identified numerous scholars for additional testing and SPED support. All of our scholars that took STAAR Alt passed.

In 5th grade, over 90% of our scholars met or exceeded their growth goals. We were an overall A rated campus with A's in both Domains 2 and 3.

Student Learning Strengths

See addendum.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We did not meet the goal of 60% Meets and Masters in math **Root Cause:** We were not able to adequately push the rigor in math, especially in 5th grade math to support higer mastery.

Problem Statement 2 (Prioritized): We had 21 scholars that failed multiple exams. **Root Cause:** We did not intentionally track our Domain 3 scholars until gaps became too big to close.

School Processes & Programs

School Processes & Programs Summary

As a 2nd year school we built on our processes from the year before. We were able to strengthen instructional systems, especially in the area of RTI. Opportunities exist for more uniform coaching and support across all spaces. Systems need to be tightened up around coaching and developing leaders to monitor and own systems.

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

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

SEL/ Mental Health and Family Engagement

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

- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): ADA dropped 6% from 2020-2021 to this year. **Root Cause:** We were not able to execute on a strong ADA escalation matrix.

Problem Statement 2 (Prioritized): Family communication was not uniform across all grade levels. **Root Cause:** We did not coach our GTLs up to create systems for uniform communication systems.

Problem Statement 3: Car line routinely ran over 30 mins for dismissal each day **Root Cause:** We did not effectively train staff to work the pikmykid app and did not identify enough back up people to support in the event of absence.

Perceptions

Perceptions Summary

We pride ourselves in our adult and student culture at IDEA Edgecliff. We have led the Tarrant County region in student persistence in both years we have existed. We have built out robust systems around family engagement and have a strong turnout for every event. Opportunities exist in building out a strong system for ADA accountability with families to ensure that we are limiting habitual absences.

Perceptions Strengths

See adendum.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only 80% of our staff was retained for the school year, which was 5% below the goal. **Root Cause:** Coaching and support was inconsistent across spaces, especially in our math classes. The Assistant Principal struggled to build relationships and consistently adhere to the coaching cycle.

Problem Statement 2: There was not alignment across both CP and AC for parent engagement events. **Root Cause:** We did not have mechanisms for facilitating parent engagement events.

Priority Problem Statements

Problem Statement 1: Our new student persistence was below 80%.

Root Cause 1: We did not properly onboard new families that received offers in July and August.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our attendance was 6% lower than in 2020-2021.

Root Cause 2: We were not able to execute a strong matrix for ADA escalation for habitual ADA offenders.

Problem Statement 2 Areas: Demographics

Problem Statement 3: We did not meet the goal of 60% Meets and Masters in math

Root Cause 3: We were not able to adequately push the rigor in math, especially in 5th grade math to support higer mastery.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: We had 21 scholars that failed multiple exams.

Root Cause 4: We did not intentionally track our Domain 3 scholars until gaps became too big to close.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: ADA dropped 6% from 2020-2021 to this year.

Root Cause 5: We were not able to execute on a strong ADA escalation matrix.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Family communication was not uniform across all grade levels.

Root Cause 6: We did not coach our GTLs up to create systems for uniform communication systems.

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

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
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Increase to 85% Staff Retention
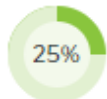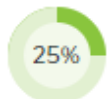
Performance Objective 1: Onboard all new staff in alignment with all developmental goals.

High Priority

Evaluation Data Sources: GPTW Survey
Staff Pulse checks
Staff Retention Rate

Strategy 1 Details	Reviews			
Strategy 1: Create a bi-weekly staff engagement calendar to create a culture of joy.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	25%	50%		
Strategy 2 Details	**Reviews**			
Strategy 2: Conduct a yearly, 10 mins with the principal check in with every staff member before Thanksgiving.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	25%	100%	100%	
Strategy 3 Details	**Reviews**			
Strategy 3: Coach the leaders to provide support for teachers on a weekly basis to ensure that teachers receive development.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	25%	50%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: Increase to 85% Staff Retention

Performance Objective 2: Score a 90 or higher on the annual GPTW survey for average of all statements.

    Evaluation Data Sources: GPTW Survey

Strategy 1 Details			Reviews		
Strategy 1: Coach leaders to develop 2-way feedback mechanisms in their weekly check ins		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
		25%	50%		
	0% No Progress	**100%** Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 1: Increase to 85% Staff Retention

Performance Objective 3: Eliminate violent instances on campus

High Priority

Evaluation Data Sources: OSS instances
Police calls

Strategy 1 Details			Reviews			
Strategy 1: Train the campus crisis response team with fidelity			**Formative**			**Summative**
Strategy's Expected Result/Impact: 0 violent instances on campus			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal APO SSA APIs			25%	50%		

Strategy 2 Details			Reviews			
Strategy 2: Address every parent every time when they do not follow our parent code of conduct			**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents are safe and descalated on campus			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal APO SSA APIs			25%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 2: IDEA Edgecliff is fully enrolled by the 11th day of the 23-24 school year.

Performance Objective 1: IDEA Edgecliff is Lottery Ready for Lottery Day

    Evaluation Data Sources: Student Applications

Strategy 1 Details		Reviews			

Strategy 1: * Create partnerships with local daycares and businesses with strong potential family presence
* Leverage BOG box materials to provide as much info to families as possible for informed application decisions
* Generate large wait list to replace possible withdrawn students
 	
    Strategy's Expected Result/Impact: Have 4:1 apps for empty seats
    Staff Responsible for Monitoring: APO
    SEC
		Formative			**Summative**

		Oct	**Jan**	**Mar**	**June**
		40%	50%		
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue		

Goal 2: IDEA Edgecliff is fully enrolled by the 11th day of the 23-24 school year.

Performance Objective 2: Monitor recruitment data weekly

    Evaluation Data Sources: Steam Applications

Strategy 1 Details		Reviews			
Strategy 1: * Partner with SEC, SIS, and Registrar to monitor application/registration PTG and leverage leader support as needed		**Formative**			**Summative**

Strategy's Expected Result/Impact: 4:1 Apps for open Seats
    Staff Responsible for Monitoring: APO
    SEC
		Oct	Jan	Mar	June

		25%	50%		
Strategy 2 Details		**Reviews**			
Strategy 2: Leverage STREAM to track PTG and respond accordingly (offer acceptances, registration, and event participation)		**Formative**			**Summative**

Strategy's Expected Result/Impact: 4:1 Apps for open seats
    Staff Responsible for Monitoring: APO
    SEC
		Oct	Jan	Mar	June

		40%	50%		
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 3: IDEA achieves an A rating

Performance Objective 1: Develop effective instructional coaches

    High Priority

    Evaluation Data Sources: Time spent in the field with leaders

Strategy 1 Details		Reviews			
Strategy 1: Weekly coach each instructional leaders		**Formative**			**Summative**
Strategy's Expected Result/Impact: Create effective instructional leaders		**Oct**	**Jan**	**Mar**	**June**
		25%	50%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: IDEA achieves an A rating

Performance Objective 2: Develop effective 1st Teach in STAAR Tested subjects

    Evaluation Data Sources: STAAR
    GET Ratings
    Internal Assessments
    Exit Tickets

Strategy 1 Details	Reviews			
Strategy 1: Consistency with the coaching cycle for all instructional leaders	**Formative**			**Summative**
Strategy's Expected Result/Impact: every teacher receives regular coaching and support **Staff Responsible for Monitoring:** Instructional leaders	Oct	Jan	Mar	June
	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Provide regular lesson plan feedback	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure that instruciton is algined **Staff Responsible for Monitoring:** Instructional leaders	Oct	Jan	Mar	June
		50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: Respond to assessments with a SWAM or Data meeting after major exams

    Evaluation Data Sources: Assessments
SLL ratings
PTG Priorities

Strategy 1 Details	Reviews			
Strategy 1: Monitor student data with fidelity	**Formative**			**Summative**
Strategy's Expected Result/Impact: Leaders know their data	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Leaders		50%		
Strategy 2 Details	**Reviews**			
Strategy 2: Conduct SWAMs and Data Meetings afer major assessments	**Formative**			**Summative**
Strategy's Expected Result/Impact: To remediate scholar gaps	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional leaders		50%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: IDEA achieves an A rating

Performance Objective 4: Have 60% Meets and 30% Masters for scholars in 3rd grade math and ela

    High Priority

    Evaluation Data Sources: STAAR
District Assessments

Strategy 1 Details	Reviews			
Strategy 1: Respond to weekly assessment data	**Formative**			**Summative**
Strategy's Expected Result/Impact: Continued increase in data	Oct	Jan	Mar	June
Staff Responsible for Monitoring: API Principal				
Strategy 2 Details	**Reviews**			
Strategy 2: Weekly Lesson Plan Feedback	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective 1st teach	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal API		50%		
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 3: IDEA achieves an A rating

Performance Objective 5: 50% of SPED scholars achieve "Approaches" or better on the STAAR

High Priority

Evaluation Data Sources: STAAR
District assessments

Strategy 1 Details			Reviews		
Strategy 1: 100% of accommodations are implemented			**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased support on exams **Staff Responsible for Monitoring:** SPED team Principal API		Oct	Jan	Mar	June
			20%		
Strategy 2 Details			Reviews		
Strategy 2: Scholars receive their appropriate push in/pull out mins			**Formative**		**Summative**
Strategy's Expected Result/Impact: Scholars receive support on their IEP goals **Staff Responsible for Monitoring:** Principal SPED Team		Oct	Jan	Mar	June
			50%		
	0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Goal 3: IDEA achieves an A rating

Performance Objective 6: 90% of scholars are fitness ambassadors

Strategy 1 Details	Reviews			
Strategy 1: 100% of scholars receive PE 1x/week	**Formative**			**Summative**
Strategy's Expected Result/Impact: Appropriate physical fitness	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PE teacher API		40%		
Strategy 2 Details	Reviews			
Strategy 2: Scholars utilize heart monitors every PE class	**Formative**			**Summative**
Strategy's Expected Result/Impact: Monitoring all student health data	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PE Coach APIs		45%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 4: 90% Overall Student Persistence

Performance Objective 1: Receive a 4.0 or higher on parent surveys

Strategy 1 Details			Reviews			
Strategy 1: * Host at least 1 family engagement event a month as a campus.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve family engagement **Staff Responsible for Monitoring:** SSA API Principal			**Oct**	**Jan**	**Mar**	**June**
			25%			
Strategy 2 Details			Reviews			
Strategy 2: * Individually recognize scholars weekly through morning meeting (k-2), hallway holler, lightning scholar of the week.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase family investment **Staff Responsible for Monitoring:** API SSA Prinicpal			**Oct**	**Jan**	**Mar**	**June**
			25%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 4: 90% Overall Student Persistence

Performance Objective 2: 100% of families receive at least 1 weekly touchpoint from the school

    High Priority

Strategy 1 Details			Reviews		

Strategy 1: * SSA will send out weekly newsletters to families
* Teachers will make 5 positive contacts weekly with families
    Strategy's Expected Result/Impact: No leavers due to communication issues
    Staff Responsible for Monitoring: SSA
    API
    Principal
		Formative			**Summative**

		Oct	**Jan**	**Mar**	**June**
		25%			

Strategy 2 Details			Reviews		

Strategy 2: If an incident occurs with a scholar, designated staff member will reach out to family by end of school day. If the incident is severe, family will be contacted within an hour.
* When families contact the school, they can expect a returned call within 24 hours.
    Strategy's Expected Result/Impact: Consistent communication
    Staff Responsible for Monitoring: SSA
    APO
    Principal
		Formative			**Summative**

		Oct	**Jan**	**Mar**	**June**
		25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: 90% Overall Student Persistence

Performance Objective 3: 0 Leavers from Areas in our Locus of Control

Strategy 1 Details	Reviews			
Strategy 1: * SSA will have weekly pulse check observations with different grade levels. * SSA will attend Grade Team meetings once a month. * SSA created designated TEAMSs group chat for each grade level. SSA will communicate with grade teams at least once a week to discuss potential students of concern. * Weekly meetings with SIS, APO to discuss student ADA concerns. **Strategy's Expected Result/Impact:** No leavers from things we can control **Staff Responsible for Monitoring:** SSA API Principal	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 5: 97.0% ADA

Performance Objective 1: Limit chronic absentees

    Evaluation Data Sources: ADA

Strategy 1 Details			Reviews			

Strategy 1: * APO/SC/SIS daily ADA huddle
* Utilize Teams to communicate absences for accuracy
* Bi-weekly GTL/Lead team tactical to discuss PTG and solutions for SOC
* Utilize the ADA Matrix with fidelity and escalate accordingly
 	
    Strategy's Expected Result/Impact: Allow for higher fidelity with ADA matrix
    Staff Responsible for Monitoring: APO
    SSA
			Formative			**Summative**

			Oct	**Jan**	**Mar**	**June**

Strategy 2 Details			Reviews			
Strategy 2: Utilize Teams to communicate absences for accuracy			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: 97.0% ADA

Performance Objective 2: 100% of perfect attendance particpants receive an incentive

    Evaluation Data Sources: ADA

Strategy 1 Details	Reviews			
Strategy 1: * Leverage teacher support for low-cost class celebrations on perfect attendance days	**Formative**			**Summative**
Strategy's Expected Result/Impact: Invest families to bring scholars to school on days that have low ADA **Staff Responsible for Monitoring:** Teachers APO SIS	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Create small scale incentives program to reward individual students for quarterly perfect attendance	**Formative**			**Summative**
* Create healthy competition amongst grade levels and reward first grade level to reach 10 perfect attendance days with large-scale celebration (Bounce-a-thon!)	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased overall ADA **Staff Responsible for Monitoring:** APO SIS				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 6: 90% of students will finish the year "on track" in grades K-2 measured by D.I.

Performance Objective 1: 100% of teachers will have weekly data submissions with fidelity

    High Priority

    Evaluation Data Sources: DI online

Strategy 1 Details			Reviews			
Strategy 1: Friday data scrub by API			**Formative**			**Summative**
Strategy's Expected Result/Impact: 0 data errors			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: API						
Strategy 2 Details			**Reviews**			
Strategy 2: DI coaches give feedback on DI data prior to submission			**Formative**			**Summative**
Strategy's Expected Result/Impact: limited data errors prior to weekly data subission			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: DI Coaches API						
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 6: 90% of students will finish the year "on track" in grades K-2 measured by D.I.

Performance Objective 2: Respond to data weekly

    Evaluation Data Sources: DI online

Strategy 1 Details					Reviews			
Strategy 1: API will create and shift groups based on data					**Formative**			**Summative**
Strategy's Expected Result/Impact: All students are appropriately placed **Staff Responsible for Monitoring:** API DI Coaches					**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details					Reviews			
Strategy 2: Leader holds weekly data huddles with each grade level					**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% data fidelity **Staff Responsible for Monitoring:** API					**Oct**	**Jan**	**Mar**	**June**
0% No Progress		100% Accomplished		➡ Continue/Modify		✖ Discontinue		

Title I Personnel

Name	Position	Program	FTE
Julie Bollman	INTERVENTIONIST	Title 1	1
Lisa Paternoster	INTERVENTIONIST	Title 1	1

Addendums

Master CNA & SAIP Reporting Checklist

	PTG	89%	PTG	0%

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

Edgecliff AC
2021-22 Student Achievement Improvement Plan
ACADEMY

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

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

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

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

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

1E. Earned State Rating: A

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

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

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

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

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

1K. Average ACT score: 21

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

PRIORITY #2: Build a Strong & Sustainable Organization

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

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

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

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

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

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

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

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<table>
<tr><th colspan="7">Comprehensive Needs Assessment
ACADEMY</th></tr>
<tr><th colspan="7">Data Sources: Eureka Math & Electives Academy</th></tr>
<tr>
<th></th>
<th>DISTAR
Pre-K
on Grade Level</th>
<th>Eureka
Kinder
on Grade Level</th>
<th>Eureka
First
on Grade Level</th>
<th>Eureka
Second
on Grade Level</th>
<th>% Math Masters
Pk-2</th>
<th>Pk-2 MM Goal
Met/Not Met</th>
</tr>
<tr>
<td>% Students</td>
<td>N/A</td>
<td>96%</td>
<td>98%</td>
<td>96%</td>
<td></td>
<td></td>
</tr>
<tr><th colspan="7">Data Source: STAAR Academy</th></tr>
<tr>
<th></th>
<th>STAAR Math
Grade 3</th>
<th>STAAR Math
Grade 4</th>
<th>STAAR Math
Grade 5</th>
<th>% Math Masters
3-5</th>
<th>3-5
MM Goal
Met/Not Met</th>
<th></th>
</tr>
<tr>
<td>% Approaches</td>
<td>76</td>
<td></td>
<td>74</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Meets</td>
<td>46</td>
<td></td>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Masters</td>
<td>16</td>
<td></td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Student Achievement Average</td>
<td>46</td>
<td></td>
<td>42</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Meet 2 year growth</td>
<td></td>
<td></td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr><th colspan="7">Data Source: CSI Academy</th></tr>
<tr>
<th></th>
<th>Math AC
CSI</th>
<th></th>
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<th></th>
<th></th>
</tr>
<tr>
<td>% CSI
(EOY Ren.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>% of CSI Passing STAAR</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>% of SPED Passing STAAR</td>
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</tr>
</table>

<table>
<tr><th colspan="2">Reflections</th></tr>
<tr><th>Areas of Strength</th><th>Areas of Need</th></tr>
<tr>
<td>1) K-2 Math Assessments</td>
<td>1) Scaffolding the rigor increase from 2nd the 3rd grade and planning for future vertical alignment</td>
</tr>
<tr>
<td>2) Exponential improvement in 3rd grade math</td>
<td>2) Planning for rollout of the online only version of the STAAR test in 3rd and 4th grade.</td>
</tr>
<tr>
<td>3) Incorporation of Hot Spot</td>
<td>3) Increase rior of math for Kinder - not enough meets and master scholars.</td>
</tr>
</table>

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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	N/A	94	76%	92%		
					RR Goal Met/Not Met	WM Goal Met/Not Met

Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4	STAAR 5th	
% Approaches	76				82	
% Meets	49				59	
% Masters	29				30	
SAS						
% Student Achievement Average	51				57	

Data Source: CSI		
% Meeting CSI Goal	**Reading AC CSI**	
% CSI (EOY Ren.)	66%%	
% of CSI Passing STAAR		
% of SPED Passing STAAR		

Reflections	
Areas of Strength	**Areas of Need**
1) K-2 DI continues to be a strength for us. We should hit the 90% DI goal	1) Plan and prep for gaps of rising 2nd graders - they were without a consistent teacher for much of Semester 2
2) STAAR success unit was successful - 3/5 scholars were prepared to take the STAAR	2) Implement a more systematic process for showing thinking through writing.
3) The alignment and collaboration between all English teachers was strong.	3) Intervene with critical scholars for fluency acquisition sooner with K-2 scholars - our RTI program is in its infancy.

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Comprehensive Needs Assessment **ACADEMY**						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students						
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	68					
% Meets	37					
% Masters	18					
% Student Achievement Average	40					

Reflections	
Areas of Strength	**Areas of Need**
1) Implementation of science in K-2.	1) Fidelity to maintaining science during the STAAR push in 3rd
2) Exponential improvement of student lift and outcomes in semester 2 for 5th grade	2) Utilizing science to create parent engagement opportunites
3)	3

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	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
Comprehensive Needs Assessment **ACADEMY**							
Data Sources: Humanities Pk-2							
% Students							

Reflections	
Areas of Strength	**Areas of Need**
1) Implementation with fidelity in K-2	1) Leveraging thinking jobs in humanities to align with ELA non-fiction texts
2) Using writting in social studies to show thinkning in 3rd and 5th grade	2) The curriculum was pretty awful in 3rd and 5th grade. Utilizing it as a resource and augmenting.
3	3

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Comprehensive Needs Assessment				
ACADEMY				
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)				
	Listening	**Speaking**	**Reading**	**Writing**
% Beginning	9	18	15	21
% Intermediate	21	45	35	49
% Advanced	37	24	21	19
% Advanced High	35	13	29	10
% of ELL Students who grew one or more levels	38%	31%	28%	18%

Reflections	
Areas of Strength	**Areas of Need**
1) We were able to hit the Domain 3 bonus because of TELPAS	1) Ensure that we are able to create sheltered instructional practices for our lowest EL students
2) Intentional practice with listening and speaking	2) Utilize vocabulary acquistion skills in 3rd and 4th ELA
3	3

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	88%
% Teacher Retention	82%
% Campus Support Retention	71%
% SPED Teachers	8%
% State/National Certified Teachers	24%
% State Certified Leaders	40%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflection	
Areas of Strength	**Areas of Need**
1)Above district average for GPTW survey	1) Ensure that there is no manager lottery
2) Overall adult culture is strong by metrics of retention and survey data	2) Tighten up campus communication systems and workstreams
3) No shortate of applicants for positions	3

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Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92%
% Overall Persistence	90%
% New Student Persistence	88%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	8%
% ELL	53%
% Eco Dis	77%
% Migrant	0
% Race: American-Indian-Alaska-Native	0%
% Asian	1%
% White-Hispanic	53%%
% Multi	
% Black-African-American	35%
% Native-Hawaiian-Pacific-Islander	0.18%
% White	9%
% Male	55.14%
% Female	44.86%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1) No explulstions	1) Need to drive to 100% attendance for WTI
2) Highest student persistence in the region	2) Streamline family communication systems to include more positive touchpoints
3) Only 7 leavers that were in our locus of control	3

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Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	35%
% Families Who Attended EOY Ceremonies	85%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	**Areas of Need**
1) Robust family engagement activities	1) Physical space is becoming scarce
2) High attendance for every activity that we executed	2) Execution of a winter engagement event.
3	3