

# IDEA Public Schools

## Edgemere Academy

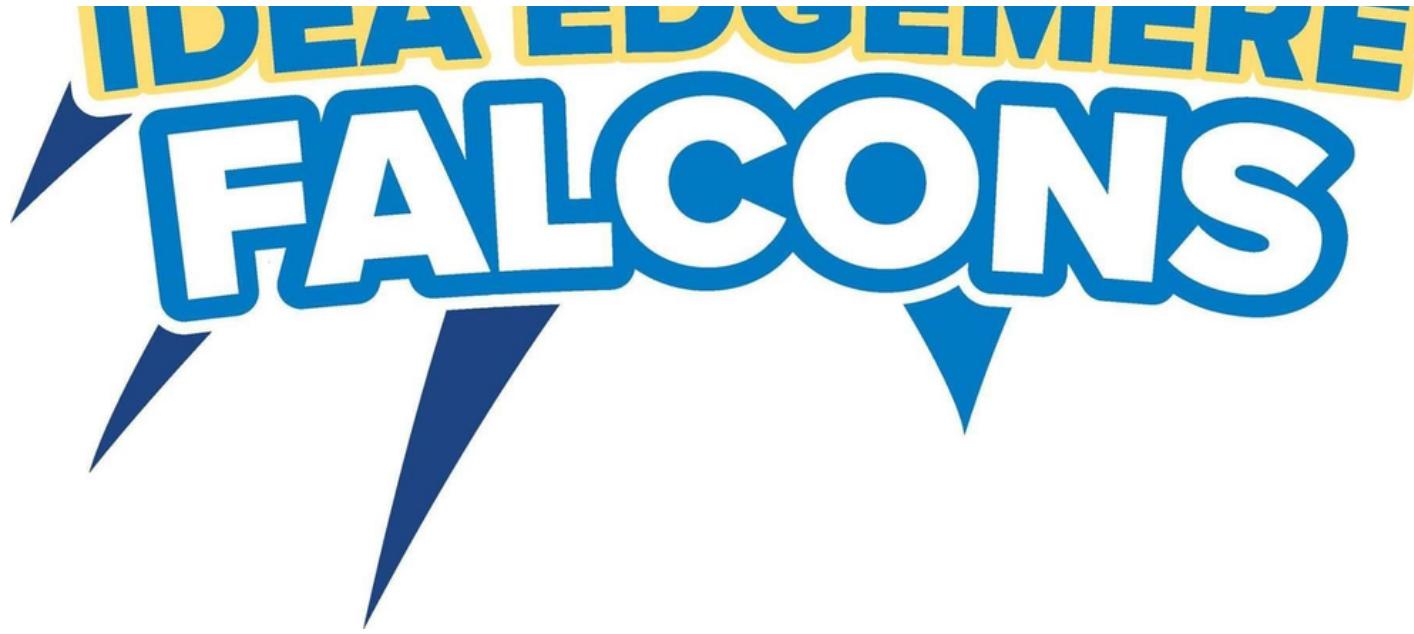
### 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Mathematics





**Board Approval Date:** October 21, 2022  
**Public Presentation Date:** September 15, 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: August 31, 2022

## Demographics

### Demographics Summary

IDEA Edgemere is a full-scale campus for Academy this year; we added 5th grade this year. We are an open enrollment charter school, non profit, free tuition public school. This year we service 998 scholars in Academy. We have all special programs, including general sped, RISE sped unit (self contained), 504, Bilingual, and RTI.

Our goal is to ensure every scholar is at or above grade level in reading and in math. We believe our academy provides scholars the fundamental building blocks to set a child on the path to college.

See PDF in Addendum for more information

Grade Level	Total in Grade	American Indian or Native Alaskan	Asian or Pacific Islander	Black, not of Hispanic origin
-1	110 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)
0	147 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)
1	164 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)
2	161 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)
3	169 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)
4	122 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)
5	125 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)
Total	998 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)	0 ~(m) / ~(f)

## Demographics Strengths

See PDF in Addendum for more information

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** More extracurricular activities- staff volunteer (after school programs ex: art, Spanish, music (singing) **Root Cause:** Funds were prioritized for afterschool care and BOY and closing the achievement gap via tutoring, intersession classes, and Saturday School.

**Problem Statement 2 (Prioritized):** More positive reinforcement/incentives for good behavior (play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) **Root Cause:** Training staff on different ways to implement positive reinforcement, and the Student Success Advisor struggling with time management to scheduling time to see every scholars.

**Problem Statement 3 (Prioritized):** More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights) **Root Cause:** Limited opportunities for parents to come to our campus were offered.

**Problem Statement 4 (Prioritized):** There is a need to increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years. **Root Cause:** (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs)

**Problem Statement 5 (Prioritized):** There has been a trend of declining average daily attendance (ADA) over the past two of years. **Root Cause:** (1) Lack of communication and family investment of the importance of attending school every day

**Problem Statement 6 (Prioritized):** There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause:** (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.

**Problem Statement 7 (Prioritized):** Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns. **Root Cause:** The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

**Problem Statement 8 (Prioritized):** EB scholars enrollment rates have increased significantly. As such, campus must adapt and incorporate more urgent interventions for our beginner and intermediate EB scholars. **Root Cause:** A significant increased of EB scholars has enrolled this year. Many of them, are first year in America students who need more urgent support with language acquisition.

**Problem Statement 9 (Prioritized):** Scholars in Special education performed significantly lower than scholars in other accountable subgroups. **Root Cause:** Interventions were primarily fluency based and did not emphasize standard and skill based supports.

**Problem Statement 10 (Prioritized):** RTI is not being implemented effectively. No clear communication between SEL department and instructional team. **Root Cause:** Ownership at the campus levels was associated with the counseling department and Trainings.

# Student Learning

## Student Learning Summary

We are proud to be an A rated campus (91). Domain I- 82, Domain II-92, and Domain III-89, for student achievement, school progress, and closing the gaps respectively. We continue to work hard towards providing a high quality education for scholars.

See PDF in Addendum for more information

## Student Learning Strengths

See PDF in Addendum for more information.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** In person training during BOY and on going training/incorporate aggressive monitoring. Math Coach/Regional Coach visit campus on a regular basis. **Root Cause:** Most all trainings were virtual or via Roadmaps, with very little in person or hands on.

**Problem Statement 2:** Alternate tutoring days and intervention times between math and reading for low students **Root Cause:** Reading was prioritized as the initial intervention focus.

**Problem Statement 3:** Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. **Root Cause:** Tracking gaps correctly and implementing a strong first teach.

**Problem Statement 4 (Prioritized):** Implementing more planning time earlier in the year to unpack upcoming lessons and prepare activities. **Root Cause:** Master schedule did not allow for more than 30 minutes of teacher planning. Edit Associated Areas

**Problem Statement 5:** More fluency practice, start of book clubs and tracking of AR data in all ELA/Reading classrooms. **Root Cause:** Implementing TEKS to focus on at the beginning of the year to target gaps within instruction.



# School Processes & Programs

## School Processes & Programs Summary

We start to develop instructional leaders in the classroom and with grade and content team leaders. We have a Teacher Foundational Leadership program that teachers attend to understand instructional leadership and management of teams. Each teacher leader has a job description with goals.

We start with a scope and sequence for professional development based on the GET (Guidance for Excellent Teaching) and its power strands and rows. We also use the Get Better Faster waterfall to ensure our teachers master certain things in classroom management and rigor first.

As instructional leaders, we prioritize instructional rounds, following our coaching cycle and taking time to dive into data with data conversations and SWAMS (student work analysis 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 meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

## SEL/ Mental Health and Family Engagement

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

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

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

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

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause:** Behavior interruptions took away from the coaching cycle of teachers.

**Problem Statement 2:** Additional coaching in parent relation building, classroom behavior management and organizational systems for prioritization for student results. **Root Cause:** Consistent behavior system not used as a campus. Teacher not taught how to organize work or how to build relationships with parents.

**Problem Statement 3 (Prioritized):** Establish team building inside and outside of work **Root Cause:** Very little team building was implemented into Pd and due to covid, gathering outside of school was not planned.

**Problem Statement 4:** The lack of family engagement throughout the year has hindered our ability to build relationships and increase overall and new student persistence. **Root Cause:** (1) There are not enough family engagement events throughout the year. (2) Families do not have enough notice to attend family engagement events. (3) Deficit of family engagement events advertised on social media and remind.

**Problem Statement 5:** There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. **Root Cause:** (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.

**Problem Statement 6:** While there is strong TEKS alignments, the campus has gaps implementing the ELPS. **Root Cause:** No clear vision for ELPS and EB support across campus.

**Problem Statement 7 (Prioritized):** Gap communicating goals and performance expectations to all stakeholders. **Root Cause:** Campus has no effectively invested parents in students individual performance and progress goals.

# Priority Problem Statements

**Problem Statement 1:** More positive reinforcement/incentives for good behavior (play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition)

**Root Cause 1:** Training staff on different ways to implement positive reinforcement, and the Student Success Advisor struggling with time management to scheduling time to see every scholars.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights)

**Root Cause 2:** Limited opportunities for parents to come to our campus were offered.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** There is a need to increase student persistence specifically for new to IDEA Edgemere students because it has declined over the past two years.

**Root Cause 3:** (1) Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2)lack consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate (instruction, extra curricular activities, athletics, and clubs)

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** There has been a trend of declining average daily attendance (ADA) over the past two of years.

**Root Cause 4:** (1) Lack of communication and family investment of the importance of attending school every day

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners.

**Root Cause 5:** (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Unclear vision to reduce the threat of bullying. High volume of family and student reported bullying concerns led to persistence concerns.

**Root Cause 6:** The campus does not have a clear and consistent vision to educate all stakeholders on bullying. Campus does not have a clear protocol to address bullying when reported.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** EB scholars enrollment rates have increased significantly. As such, campus must adapt and incorporate more urgent interventions for our beginner and intermediate EB scholars.

**Root Cause 7:** A significant increased of EB scholars has enrolled this year. Many of them, are first year in America students who need more urgent support with language

acquisition.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** Scholars in Special education performed significantly lower than scholars in other accountable subgroups.

**Root Cause 8:** Interventions were primarily fluency based and did not emphasize standard and skill based supports.

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** RTI is not being implemented effectively. No clear communication between SEL department and instructional team.

**Root Cause 9:** Ownership at the campus levels was associated with the counseling department and Trainings.

**Problem Statement 9 Areas:** Demographics

**Problem Statement 10:** Implementing more planning time earlier in the year to unpack upcoming lessons and prepare activities.

**Root Cause 10:** Master schedule did not allow for more that 30 minutes of teacher planning. Edit Associated Areas

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** Fidelity to coaching cycle to include the exemplar and modeling.

**Root Cause 11:** Behavior interruptions took away from the coaching cycle of teachers.

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 12:** Establish team building inside and outside of work

**Root Cause 12:** Very little team building was implemented into Pd and due to covid, gathering outside of school was not planned.

**Problem Statement 12 Areas:** School Processes & Programs

**Problem Statement 13:** Gap communicating goals and performance expectations to all stakeholders.

**Root Cause 13:** Campus has no effectively invested parents in students individual performance and progress goals.

**Problem Statement 13 Areas:** School Processes & Programs

**Problem Statement 14:** There is a need to focus on creating a strong school and student culture as many students lack social skills due to Covid-19.

**Root Cause 14:** Best practices around school and student culture have not been consistently collected and shared within the El Paso region.

**Problem Statement 14 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

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

## Student Data: Assessments

- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- 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
- Special education/non-special education population including discipline, progress and participation 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
- 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
- Teacher/Student Ratio
- Campus leadership 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
- 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results


# Goals





**Goal 1:** Increase staff retention

**Performance Objective 1:** 80% or More on Great Places to Work Survey

**High Priority**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> High Quality Boarding <b>Strategy's Expected Result/Impact:</b> Touch points and temperature checks with staff.  Grade level team building to build a sense of team and family.  Transparency of expectations in scheduling and deliverables.  Ensure that all staff are prepared for success by providing all resources and materials necessary for instruction. <b>Staff Responsible for Monitoring:</b> Lead Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Problem Statements:</b> Demographics 6 - Student Learning 4 - School Processes & Programs 1, 3	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 6:</b> There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. <b>Root Cause:</b> (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars.
Student Learning
<b>Problem Statement 4:</b> Implementing more planning time earlier in the year to unpack upcoming lessons and prepare activities. <b>Root Cause:</b> Master schedule did not allow for more that 30 minutes of teacher planning. Edit Associated Areas

### School Processes & Programs

**Problem Statement 1:** Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause:** Behavior interruptions took away from the coaching cycle of teachers.

**Problem Statement 3:** Establish team building inside and outside of work **Root Cause:** Very little team building was implemented into Pd and due to covid, gathering outside of school was not planned.



## **Goal 2:** IDEA achieves an A rating

### **Performance Objective 1:** Strategy 1: Purposeful 1st Instruction

(Daily Lesson prioritizes student practice of content and skills, and emphasizes student reading, writing, speaking, and listening. All teachers provide feedback during student practice.)

#### **High Priority**

**Evaluation Data Sources:** Tactic #1: Lesson Internalization and Rehearsal:




Focus on lesson internalization to develop rigorous lesson plans that meet the daily objective by unpacking the standard, dissect previous STAAR assessment questions and Direct Assessments, Create K/D/A to receive feedback weekly on lesson alignment, exemplars, and student practice.






Lesson rehearsals and feedback to teachers starting with obj/exit ticket alignment, exemplar creation, etc.

Lesson Internalization (Special Pops):

Provide professional development in use of the SIOP model to meet EL learning needs, understanding the IEP, and the use of differentiation of instruction to meet the individual student needs.

Collaborate with SPED team to ensure appropriate accommodations and services are implemented with fidelity.

Strategy 1 Details	Reviews			
<b>Strategy 1: Tactic # 2: Aggressive Monitoring. Student Practice (Gen-Ed., SPED)</b> <b>Strategy's Expected Result/Impact:</b> Teachers will monitor students throughout the lesson (Do Now, Guided Practice, Independent Practice) and provide Systematic feedback and corrections mirroring the teacher exemplar.  Tutors will work with special pop scholars in small group interventions if scholars are not at mastery.  Teachers will present new materials in small steps with student practice after each step by thinking aloud and modeling mastery.  Leaders will observe to see if accommodations are being implemented during Instructional Rounds  Leaders and Teachers will access through Assessment and Exit Ticket Data <b>Staff Responsible for Monitoring:</b> Lead Team, STAAR Teachers, Regional Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 6, 9, 10 - School Processes & Programs 7	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2: 90 60 30 Performance in 3rd in Reading and Math in STAAR by EOY</b> <b>Strategy's Expected Result/Impact:</b> STAAR Data <b>Staff Responsible for Monitoring:</b> Lead Team and Teachers	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3: Tactic #3: Daily Exit Ticket STAAR Alignment/Tracking (Gen-Ed, SPED)</b> <b>Strategy's Expected Result/Impact:</b> Teachers will use STAAR aligned Exit Tickets, Track Exit Ticket Data (Daily ET Tracker/Teams) to be able to monitor student mastery performance and reflect how to close the gaps of content with the support of the Leadership Team to close gaps prior to providing instruction to the cohort of students <b>Staff Responsible for Monitoring:</b> Lead Team, Teachers, Regional Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 90% of Prek-2nd at or above grade in Reading <b>Strategy's Expected Result/Impact:</b> Students can read at Grade Level <b>Staff Responsible for Monitoring:</b> Interventionist, Pre-k, Pre-K co teacher  <b>Title I:</b> 2.4, 2.5 <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 1, 7	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:



Demographics
<b>Problem Statement 6:</b> There is a need for more professional development opportunities for educators to aid and assist scholars who receive special education support and emergent bilingual learners. <b>Root Cause:</b> (1) Teachers do not have the tools to support scholars who are in the Domain III category, which leads to scholars not meeting their growth goals or TELPAS growth. (2) Leaders do not have the expertise to provide teachers with action steps that aid in the growth and support of Domain III scholars. <b>Problem Statement 9:</b> Scholars in Special education performed significantly lower than scholars in other accountable subgroups. <b>Root Cause:</b> Interventions were primarily fluency based and did not emphasize standard and skill based supports. <b>Problem Statement 10:</b> RTI is not being implemented effectively. No clear communication between SEL department and instructional team. <b>Root Cause:</b> Ownership at the campus levels was associated with the counseling department and Trainings.
Student Learning
<b>Problem Statement 4:</b> Implementing more planning time earlier in the year to unpack upcoming lessons and prepare activities. <b>Root Cause:</b> Master schedule did not allow for more that 30 minutes of teacher planning. Edit Associated Areas
School Processes & Programs
<b>Problem Statement 1:</b> Fidelity to coaching cycle to include the exemplar and modeling. <b>Root Cause:</b> Behavior interruptions took away from the coaching cycle of teachers. <b>Problem Statement 7:</b> Gap communicating goals and performance expectations to all stakeholders. <b>Root Cause:</b> Campus has no effectively invested parents in students individual performance and progress goals.

### Goal 3: Increase student daily attendance

#### Performance Objective 1: Power DI Dashboard

**High Priority**

**Evaluation Data Sources:** DI Dashboard

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Invest time in teachers and communicating <b>Strategy's Expected Result/Impact:</b> Daily huddles  Weekly GTL Meetings  Weekly Falcon Newsletter  Shoutouts  Weekly PD's  Use data from the GPTW Survey to close gaps  Continue to promote open door policy <b>Staff Responsible for Monitoring:</b> Lead Team  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals -	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Goal 3: Increase student daily attendance

#### Performance Objective 2: Invest in ADA Data through Accurate Tracking and Follow-up






##### High Priority

**Evaluation Data Sources:** Tracking through Daily Huddles-Ensure phone calls are completed for absent scholars. Conduct Follow-up calls for those parents not reached in the AM.

Data Audit- Verify data through weekly audits of enrollment and ADA ensuring that all manual changes are completed.

Public Data Tracker-Ensure that data is easily readable and accessible

ADA Homeroom Teacher Tracker-All homeroom teachers help support the SIS by updating the ADA Tracker by 8:45 A.M. daily. Homeroom teachers recognize students with perfect attendance.

Strategy 1 Details		Reviews			
<b>Strategy 1: Escalation Matrix</b>  <b>Strategy's Expected Result/Impact:</b> During weekly tactical meetings, the lead team is reviewing and/or assigning members, tasks to communicate and assist students that are being flagged for numerous absences.  The tracking system allows for all lead team members to review and monitor the progress being made to assist students with numerous absences.  Check-ins with our APO in a weekly meeting to norm on persistence data.  AC will follow up with each family on the missions list, and mark off calendar to continue to contact families on the leaver log who specified interest in returning to IDEA in the future. <b>Staff Responsible for Monitoring:</b> Lead Team, Teachers, Staff (Monitors)  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 5		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

#### Performance Objective 2 Problem Statements:

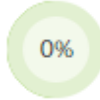




Demographics
<b>Problem Statement 5:</b> There has been a trend of declining average daily attendance (ADA) over the past two of years. <b>Root Cause:</b> (1) Lack of communication and family investment of the importance of attending school every day

#### Goal 4: Increase student persistence

**Performance Objective 1:** Provide 100% of guidance lessons for scholars on school safety and violence prevention and intervention

**High Priority**

**Evaluation Data Sources:** Counselors sign in/Calendar and Attendance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Move this world <b>Strategy's Expected Result/Impact:</b> Move this world Data Report <b>Staff Responsible for Monitoring:</b> Counselor, Lead Team, Teachers  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 4:** Increase student persistence

**Performance Objective 2:** Ensure 100% of 1st through 3rd grades either train for the fitness Gram and complete by EOY

**High Priority**

**Evaluation Data Sources:** Locas Dashboard

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Celest Perez	Interventionist	Title 1	1
Cynthia McCranie	Interventionist	Title 1	.5
Janice Briones	Pre-k	Title 1	1
Noemi Chico	Pre-k Teacher	Title 1	1



# Addendums

## Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	<div></div> 100%	PTG	<div></div> 0%
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	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.	Complete		Complete	
	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		Complete	
		Comprehensive Needs Assessment 2022 Math		Complete		Complete	
		Comprehensive Needs Assessment 2022 Science		Complete		Complete	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Complete	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State 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		Complete	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> 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		Complete	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> .  List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	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		Complete	