IDEA Public Schools

Edinburg 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
Postsecondary Readiness

Board Approval Date: October 21, 2022
Public Presentation Date: September 13, 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.

IDEA Edinburg Academy empowers our students to achieve college readiness by establishing a culture of high achievement in all that they do. Students will be equipped with the knowledge and skillset to meet school-wide culture expectations through culture camp. Scholars will also become personally invested in exceeding these expectations by establishing their roots into our school community by cultivating a positive learning environment.

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: July 12, 2022

Demographics

Demographics Summary

IDEA Edinburg Academy was established in 2013 and is located North of Edinburg at 2753 Roegiers Rd, 78541. The enrollemnt for the 2021-2022 school year was 778. The school serves a Hispanic majority community with our ethnic breakdown consisting of approximately 95% Hispanic, 3% White, 1% Asian, and 1% African American. Approximately 84.2% of our student population were considered economically disadvantaged, therefore our students qualified for a free and reduced lunch which allowed us to be eligible for the Title I, Part A school grant. This data has remained for the last 3-4 years with an increase of students who are categorized as economically disadvantaged.

2021-2022 Overall Enrollment

Grade	Total in Grade	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian / Other Pac Islander	White	Hispanic/Latino
-1	99	0	1	0	2	1	95
0	99	0	0	2	0	1	96
1	111	0	1	0	0	3	107
2	114	0	1	2	0	5	105
3	125	0	0	2	0	7	116
4	116	0	2	0	0	0	114
5	114	1	1	0	0	3	109
Total	778	1	6	6	2	20	742

The instructional program at Edinburg Academy consists of the Great Minds Curriculum which focuses on Eureka Math and Wit & Wisdom, they are both curriculum's that allow for students to gravitate towards hands, holistic approach to learning. Along with Great Minds curriculum, Edinburg Academy also offers Reading Mastery Transformations which is an integrated approach of spelling, letter names, letter sounds, and handwriting. Through our RISE curriculum, we service students through our Attainment program which places emphasis on Language, Reading, and Math.

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): Lack of consistency with implementing sheltered instruction that would enhance differentiated strategies targeting emergent bilingual students.
Root Cause: Teachers were not well versed in curriculum and methods of SIOP that focuses on research based interventions and offer sheltered instruction approaches. Including the minimal opportunities for side by side planning with teachers that were developed later on in the year.

Problem Statement 2 (Prioritized): There was a deficit when achieving mastery during independent work because students needed manipulatives as supports, and required visuals to assist with instruction in all subjects. **Root Cause:** We did not provide training opportunities to develop our teachers that would develop their capacity with implementing instructional strategies for targeted students in special education and emergent bilingual students.

Student Learning

Student Learning Summary

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	346	346	112	-	804	
Approaches GL or Above	279	256	87	-	622	77%
Meets GL or Above	192	153	56	-	401	50%
Masters GL	104	63	28	-	195	24%

See PDF in Addendum for more information.

Student Learning Strengths

See pdf addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a deficit of students who did not achieve "Meets" & "Masters" in Math for Grades 3-5. **Root Cause:** Students TEKS tracking systems were not used consistently to identify gaps or strengths to create interventions or enrichment.

Problem Statement 2 (Prioritized): Lack of monitoring learning from teachers in regards to students considered Emergent Bilingual. **Root Cause:** Teachers were not well versed in the importance of TELPAS or linguistic accommodations and it caused a disconnect in the lesson planning.

School Processes & Programs

School Processes & Programs Summary

IDEA Edinburg offers rigorous core instruction in Grades PK-5 that are challenged through engaging and rigorous instruction provided through a vertically aligned program focused on the Texas Essential Knowledge and Skills for all subject areas. We use data analysis to guide us and utlizes both norm-referenced and criterion-referenced assessments to diagnose student knowledge and skills and continously monitor progress on the acquisition of grade-level content and skills. This is essential to providing individualized Learning for all students: Individualized learning ensures students are mastering content and skills within their own zone of proximal development. For students in grades PreK-2, literacy instruction is delivered using a systematic phonics program that includes homogenous grouping based on student placement test results. In kindergarten through 5th grade, students engage in individualized instruction and practice through adaptive software in mathematics and literacy. All students at IDEA Public Schools are issued a personal technology device so they have access to instruction from anywhere and at any time.

See PDF in Addundum for 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 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): Campus family engagement strategy is not comprehensive and cohesive across grade levels, therefore there was no consistency across the grades. **Root Cause:** Strategy meetings were not conducted and therefore campus plans were not created intentionally to be implemented by all stakeholders.

Problem Statement 2 (Prioritized): Campus did not meet school ADA in grades PK-5 **Root Cause:** Inconsistency is systems that lacked focused on matrix implementation because it was not developed soon enough to anticipate possible investment.

Perceptions

Perceptions Summary

At IDEA Edinburg Academy we empower our community to become the best version of themselves. We believe our students learn best when they are given equitable educational opportunities and are engaged in their learning. Our students, staff, and our families will cultivate what it means to become agents of change. At IDEA Edinburg Academy, our students are the next generation of leaders who will build the dreams of our community.

E- Excellent,

A- Accountable

G- Graduate and

L- Leader of Tomorrow

E- Exemplifying

S- Success

<div align="center">Eagles Soar High!</div>

See PDF Addendum for more information.

Perceptions Strengths

See PDF Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Collaboration and building relationships between grade levels was minimal and contributed to lack of consistency between teaching strategies. **Root Cause:** Due to teachers being out on FMLA, we had to facilitate grades with other teachers who were not familiar with the curriculum. The absences of teachers impacted consistency and sustainability.

Problem Statement 2 (Prioritized): Projected "F" rating from December 2021 Semester Exam results due to loss of quality instruction because of Teacher ADA **Root Cause:** Lack of teachers and leaders responding to student data and not backwards planning effectively based on absences. We did not have a plan of action that would address the gaps that absences would cause.

Priority Problem Statements

Problem Statement 1: There was a deficit when achieving mastery during independent work because students needed manipulatives as supports, and required visuals to assist with instruction in all subjects.

Root Cause 1: We did not provide training opportunities to develop our teachers that would develop their capacity with implementing instructional strategies for targeted students in special education and emergent bilingual students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a deficit of students who did not achieve "Meets" & "Masters" in Math for Grades 3-5.

Root Cause 2: Students TEKS tracking systems were not used consistently to identify gaps or strengths to create interventions or enrichment.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lack of monitoring learning from teachers in regards to students considered Emergent Bilingual.

Root Cause 3: Teachers were not well versed in the importance of TELPAS or linguistic accommodations and it caused a disconnect in the lesson planning.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Campus family engagement strategy is not comprehensive and cohesive across grade levels, therefore there was no consistency across the grades.

Root Cause 4: Strategy meetings were not conducted and therefore campus plans were not created intentionally to be implemented by all stakeholders.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Campus did not meet school ADA in grades PK-5

Root Cause 5: Inconsistency is systems that lacked focused on matrix implementation because it was not developed soon enough to anticipate possible investment.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Collaboration and building relationships between grade levels was minimal and contributed to lack of consistency between teaching strategies.

Root Cause 6: Due to teachers being out on FMLA, we had to facilitate grades with other teachers who were not familiar with the curriculum. The absences of teachers impacted consistency and sustainability.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Projected "F" rating from December 2021 Semester Exam results due to loss of quality instruction because of Teacher ADA

Root Cause 7: Lack of teachers and leaders responding to student data and not backwards planning effectively based on absences. We did not have a plan of action that would address the gaps that absences would cause.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Lack of consistency with implementing sheltered instruction that would enhance differentiated strategies targeting emergent bilingual students.

Root Cause 8: Teachers were not well versed in curriculum and methods of SIOP that focuses on research based interventions and offer sheltered instruction approaches. Including the minimal opportunities for side by side planning with teachers that were developed later on in the year.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, 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
- 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

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
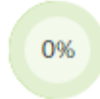
Goals

Goal 1: Increase staff retention

Performance Objective 1: By December 2022, 75% of our teachers will answer on the Great Places to Work Survey question "I am able to take time off from work when I think it's necessary."

High Priority

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
Strategy 1: Conduct a staff meeting utilizing the employee handbook and reviewing state and local leave days as well as district guidelines.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will be clear on staff absence expectations. **Staff Responsible for Monitoring:** Principal and direct manager. **TEA Priorities:** Recruit, support, retain teachers and principals -	Oct	Jan	Mar	June
	100%	100%	0%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Increase staff retention

Performance Objective 2: Four flex days throughout the year will be repurposed to provide teachers will additional planning time.

    Evaluation Data Sources: The Unit Packing components will be completed with 90% proficiency on Teachboost.

Strategy 1 Details	Reviews			
Strategy 1: Review the District's long-term plan and identify flex days allotted to schedule teacher planning dates.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher will be able to understand the components of unit unpacking in order to integrate into the lesson internalization.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and direct manager. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning	100%	100%	0%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Increase staff retention

Performance Objective 3: Celebrate individualized Teacher Success twice a month.

    Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details		Reviews			
Strategy 1: Give at least one teacher shout-out during weekly staff meetings.		**Formative**			**Summative**
Strategy's Expected Result/Impact: We want teachers to feel valued and cared for. **Staff Responsible for Monitoring:** Principal and direct manager. **TEA Priorities:** Recruit, support, retain teachers and principals -		**Oct**	**Jan**	**Mar**	**June**
		100%	100%	0%	
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of PK-5 students will be able to name their college house and university of their choice by end of 22-23 School Year.

    High Priority

    Evaluation Data Sources: Culture rubric/rounds, lead team instructional rounds, blazing walk throughs, and huddle report outs
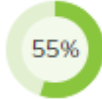
Strategy 1 Details		Reviews			
Strategy 1: Implement college bound student conversations to promote a college identity within scholars		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of students will know a university name and where they would like to attend		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers/Co-teachers, GTLs, and leadership team **TEA Priorities:** Connect high school to career and college		70%	90%	0%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Goal 2: All IDEA students matriculate to college

Performance Objective 2: Monthly joint college identity culture rounds with College Prep Lead Team.

    High Priority

    Evaluation Data Sources: Culture rubric trackers and blazing walkthrough rounds

Strategy 1 Details			Reviews		
Strategy 1: Use culture tenets to create looks fors grounded in college culture components.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students are able to make better decisions and increase awareness about attending college.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers/co-teachers, GTLs, and leadership team **TEA Priorities:** Connect high school to career and college		0%	55%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2: All IDEA students matriculate to college

Performance Objective 3: Grades 3-5 scholars will attend college visit by end of 22-23 school year

    High Priority

    Evaluation Data Sources: Teachers/co-teachers, GTLs, and leadership team

Strategy 1 Details	Reviews			
Strategy 1: Assistant principal of operations and student success advisor will lead college visit initiatives through various touch points	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All stakeholders are invested in grades 3-5 college visit attendance. Grades 3-5 students that attend college visit will understand importance of college attendance. **TEA Priorities:** Connect high school to career and college	90%	65%		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: IDEA achieves an A rating

Performance Objective 1: By June 2023, the percentage of students in math, reading, and science obtaining Meets will increase by 10% in grades 3-5.

    High Priority

    HB3 Goal

    Evaluation Data Sources: STAAR Acctountiblility Report for 2022- 2023 school year.

Strategy 1 Details	Reviews			
Strategy 1: Saturday enrichment camp.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 90% of students that enroll in Saturday enrichment camp will achieve meets or masters.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: 100% of Saturday School instructional staff. **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Pre-Kindergarten Co-Teacher - Federal Grant - $31,379.04	40%	100%	100%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 3: IDEA achieves an A rating

Performance Objective 2: By June 2023, our Emergent Bilingual students will exceed the student achievement target for Domain 3.

High Priority

HB3 Goal

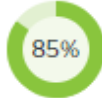**Evaluation Data Sources:** STAAR Acctountiblility Report for 2022- 2023 school year.

Strategy 1 Details		Reviews			
Strategy 1: SIOP training facilitated by Region 1.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Implementation of best practices within their lesson plans targeting our emergent bilingual population.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal and direct report. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** Pre-Kindergarten Teacher - Federal Grant - $57,500		0%	50%		
0% No Progress	100% Accomplished		Continue/Modify	✖ Discontinue	

Goal 3: IDEA achieves an A rating

Performance Objective 3: By March 2023, the students in grades 3-5 will average 4.0 on the question "I am excited to go to school every day."

    High Priority

    Evaluation Data Sources: Student Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Celebrating students weekly on successes for achievement and growth by recognizing them through different platforms such as Remind, pep rallies, parent weekly, and written notes.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students feel valued for their academic achievements.
     Staff Responsible for Monitoring: Instructional staff memebers.
 	
     TEA Priorities:
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 3: Positive School Culture
	85%	90%	0%	

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

Goal 4: Increase student daily attendance

Performance Objective 1: By May 2023, 100% of students in grades PK-5 will achieve an overall percentage of 97% average daily attendance.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Powerschool data will be monitored daily, monthly, quarterly, and by end of year led by SIS and overseen by Assistant Principal of Operations.

Strategy 1 Details	Reviews			
Strategy 1: Systems and processes will be implemented at a teacher level of initiative such as the escalation matrix which will provide an early warning system.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: We will achieve an overall 97% Average Daily Attendance by May 2023 **Staff Responsible for Monitoring:** 100% of instructional and operation staff. **Title I:** 2.4, 2.5, 2.6, 4.1 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Sr. AR Zone Facilitator - Federal Grant - $38,348.64	75%	85%		
	0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Goal 4: Increase student daily attendance

Performance Objective 2: 100% of staff and teachers in grades PK-5 will implement with fidelity the escalation matrix outlined by the campus leadership team.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Powerschool, weekly top offender list that is emailed, shared, and updated.

Strategy 1 Details	Reviews			
Strategy 1: Students who fall into the excessive absence threshold will be tracked, monitored, and contacted according to the escalation matrix. Consequences will be carried out with fidelity.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: 100% of staff will follow, implement, and support the escalation matrix process.   **Staff Responsible for Monitoring:** 100% of school staff
 	
    Title I:
2.4, 2.5, 2.6, 4.1
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction
 - **Targeted Support Strategy - Additional Targeted Support Strategy**
    Funding Sources: Pre-Kindergarten Teacher - Federal Grant - $55,000
	90%	90%		

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

Goal 4: Increase student daily attendance

Performance Objective 3: Average Daily Attendance celebrations will be held monthly at the campus level and weekly in the classrooms by teachers.

High Priority

HB3 Goal

Evaluation Data Sources: Powerschool, district reporting, top offender list

Strategy 1 Details		Reviews			
Strategy 1: Celebrations at the campus level will be held once a month for the winning grade level with the best attendance. Teachers will implement celebrations with students in their homeroom, weekly for students who will have the best attendance.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Attendance will make an improvement by establishing a positive learning environment. **Title I:** 2.4, 2.5, 2.6, 4.1 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Pre-Kindergarten Co-Teacher - Federal Grant - $34,293.60		100%	100%	100%	
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Goal 4: Increase student daily attendance

Performance Objective 4: 75% of students in grades 2-5 will reach 1,200 MVPA by the end of the year.

High Priority

HB3 Goal

Evaluation Data Sources: IHIT Dashboard

Strategy 1 Details	Reviews			
Strategy 1: MVPA tracker will be updated daily.	**Formative**			**Summative**
Strategy's Expected Result/Impact: PE coaches and students know how many MVPA they have and how many they need to meet their end-of-year goal.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Cristopher Perez, Carla Fiscal and Christian Recinos **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	
Strategy 2 Details	**Reviews**			
Strategy 2: Public recognition for all students on track and displaying improvement weekly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will feel a sense of pride and are encouraged to complete their daily exercises to gain more minutes.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Cristopher Perez and Carla Fiscal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	100%	100%	100%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 5: Increase student persistence

Performance Objective 1: By August 2023, 90% of students in grades PK-5 will persist at IDEA Academy Edinburg.

High Priority

HB3 Goal

Evaluation Data Sources: Persistence Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Build a strong partnership between parents and the school by creating family events to ensure strong communication amongst stakeholders.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase student and family investments. **Staff Responsible for Monitoring:** Elizabeth Red **Title I:** 4.1, 4.2 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Sr. AR Zone Facilitator - Federal Grant - $38,348.64	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Bring joy factor to invest in students by executing monthly Eagle Assemblies to highlight student achievements and create a culture of collaboration.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Students are excited and invested in staying on our campus. **Staff Responsible for Monitoring:** Elizabeth Red **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Pre-Kindergarten Co-Teacher - Federal Grant - $31,379.04	100%	100%	100%	

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

Goal 5: Increase student persistence

Performance Objective 2: 90% of our new student's persistence on campus.

  High Priority

  HB3 Goal

  Evaluation Data Sources: Persistence Dashboard

Strategy 1 Details				Reviews			
Strategy 1: Collaborate with the leadership team and instructional staff to build a culture of trust and joy.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will persist on campus.				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Elizabeth Red **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Pre-Kindergarten Teacher - Federal Grant - $55,000				100%	100%	100%	
	0% No Progress		100% Accomplished		Continue/Modify		✕ Discontinue

Goal 5: Increase student persistence

Performance Objective 3: Provide student support for SEL, intervention, EB, Special Education, and 504.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Move this world, Persistence Dashboard and Mission List.

Strategy 1 Details	Reviews			
Strategy 1: SSA will provide resources to families to address SEL needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve student SEL. **Staff Responsible for Monitoring:** Elizabeth Red	**Oct**	**Jan**	**Mar**	**June**
Title I: 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Pre-Kindergarten Teacher - Federal Grant - $57,500	95%	95%		

Strategy 2 Details	Reviews			
Strategy 2: Students will be provided intervention for Reading and Math during electives and support from Special Education teachers to have in-class support when eligible.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will feel supported in classrooms.
    Staff Responsible for Monitoring: Leadership Team and Instructional teachers.
 	
    Title I:
2.4, 2.5, 2.6
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Funding Sources: Pre-Kindergarten Co-Teacher - Federal Grant - $34,293
	100%	100%	100%	

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

Goal 5: Increase student persistence

Performance Objective 4: 90% of teachers will use Move This World with fidelity.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Move This World Dashboard

Strategy 1 Details	Reviews			
Strategy 1: SSA will email teachers with updated MTW usage weekly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The teacher will know if they are on track with MTW usage.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Elizabeth Red **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: During morning walkthroughs MTW will be tracked by the leadership team.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The teacher is engaging in MTW to support our students with SEL.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Selina Ortiz, Christian Recinos, Claudia Villalobos and Elizabeth Red **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	100%	100%	100%	

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

Title I Personnel

Name	Position	Program	FTE
Amber Bazan	PRE-KINDERGARTEN TEACHER	Title I	1
Ninfa Alcala	CO-TEACHER	Title I	1
Norayma Garcia	PRE-KINDERGARTEN TEACHER	Title I	1
Raquel Ryer	CO-TEACHER	Title I	1
Veronica Morales	SR. AR ZONE FACILITATOR	Title I	1

Campus Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Pre-Kindergarten Co-Teacher		$31,379.04
3	2	1	Pre-Kindergarten Teacher		$57,500.00
4	1	1	Sr. AR Zone Facilitator		$38,348.64
4	2	1	Pre-Kindergarten Teacher		$55,000.00
4	3	1	Pre-Kindergarten Co-Teacher		$34,293.60
5	1	1	Sr. AR Zone Facilitator		$38,348.64
5	1	2	Pre-Kindergarten Co-Teacher		$31,379.04
5	2	1	Pre-Kindergarten Teacher		$55,000.00
5	3	1	Pre-Kindergarten Teacher		$57,500.00
5	3	2	Pre-Kindergarten Co-Teacher		$34,293.00
				Sub-Total	$433,041.96

Addendums

Master CNA & SAIP Reporting Checklist

PTG		0%	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.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		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.	Pending		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.	Pending		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.	Pending		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.	Pending		Action Required	

Last Updated 8/29/2022

<h1 style="text-align:center; color:red; text-decoration:underline">Campus Name</h1>

2021-22 Student Achievement Improvement Plan

<p style="text-align:center; color:red">ACADEMY</p>

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

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	100%	99|92|82	96|80|45	97|80|51	67%	Met

Data Source: STAAR Academy					
	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met
% Approaches	66%	73%	84%	70%	Met
% Meets	42%	32%	50%		
% Masters	13%	15%	19%		
% Student Achievement Average	40	40	51		
% Meet 2 year growth	N/A	82%	93%		

Data Source: CSI Academy	
	Math AC CSI
% CSI (EOY Ren.)	89%
% of CSI Passing STAAR	36%
% of SPED Passing STAAR	50% (4/8)

Reflections	
Areas of Strength	**Areas of Need**
1 Lesson internalization and deep dive into TEKS	1. Vertical Alignment from grades PK-5
2 Aggressive monitoring with intentional CFU	2. Identifying and analyzing the Blueprint
3 Data tracking for Exit Tickets, Unit Exams, and Tutorials	3. Exit Ticket Sort and adjust instruction based on trends

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K Approaches/Meets/ Masters	Science Kinder Approaches/Meets/ Masters	Science First Approaches/Meets/ Masters	Science Second Approaches/Meets/ Masters	Science Third Approaches/Meets/ Masters	Science Fourth Approaches/Meets/ Masters
% Students	N/A	N/A	98/94/93	88/66/43	88/57/22	93/71/38

Data Source: Science 3-5		
	STAAR Science Grade 5	
% Approaches	77%	
% Meets	48%	
% Masters	23%	
% Student Achievement Average	49	

Reflections	
Areas of Strength	**Areas of Need**
1 Hands-on lab helped students internalize given instruction	1 Differentiated instruction for sub population, based on student needs
2 Aggressive monitoring with intentional CFU	2 Needs for SpEd students must be included in lesson plan internalization
3 Data tracking for Exit Tickets, Unit Exams, and tutorials	3 Increase student practice with high level of rigor

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100%	100%	79%	94%	24%	93%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					MET	MET

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5
% Approaches	80%	80%	82%
% Meets	48%	54%	63%
% Masters	23%	30%	35%
SAS	50	55	60

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	58%
% of CSI Passing STAAR	42%
% of SPED Passing STAAR	14% (1 /7)

Reflections	
Areas of Strength	**Areas of Need**
1 Lesson internalization and deep dive into TEKS	1 Alignment of curriculum to state standards
2 Aggressive monitoring with intenational CFU	2 Teacher PD on state standard breakdown and alignment to student practice
3 Data tracking for Exit Tickets, Unit Assessments, and Tutorials	3 Inconsistency in analyzing daily student mastery

Campus Name

	Comprehensive Needs Assessment ACADEMY						
	Data Sources: Humanities Pk-2						
	Humanities Pre-K Approaches/Meets/ Masters	Humanities Kinder Approaches/Meets/ Masters	Humanities First Approaches/Meets/ Masters	Humanities Second Approaches/Meets/ Masters	Humanities Third Approaches/Meets/ Masters	Humanities Fourth Approaches/Meets/ Masters	Humanities Fifth Approaches/Meets/ Masters
% Students	N/A	N/A	97/94/85	100/98/97	81/39/18	92/73/47	100/94/79

Reflections	
Areas of Strength	**Areas of Need**
1 Class projects helped students internalize given instruction	1 Differentiated instruction for sub population, based on student needs
2 Aggressive monitoring with intentional CFU	2 Needs for SpEd students must be included in lesson plan internalization
3 Data tracking for Exit Tickets, Unit Exams, and tutorials	3 Increase student practice with high level of rigor

Campus Name

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	21%	26%	27%	31%	
% Intermediate	16%	35%	26%	24%	44% (136/311)
% Advanced	32%	29%	24%	28%	
% Advanced High	31%	10%	23%	16%	

Reflections	
Areas of Strength	**Areas of Need**
1 Technology access and availability	1 Increase student practice for listening, speaking, reading, and writing skills
2 TEA support for testing platform	
	2 Increase student practice using the testing platform
3 Instructional supports embedded in teachers' Lesson Plans	
	3 More practice sessions prior to TELPAS testing

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	90.90%
% Teacher Retention	90.91%
% Campus Support Retention	94%
% SPED Teachers	100%
% State/National Certified Teachers	24.24%
% State Certified Leaders	25%
% State/Board certified Counselors	N/A
Number of teacher applicants per 2020-21 school year	N/A

Reflection	
Areas of Strength	**Areas of Need**
1 We built teacher capacity and content knowledge based on need.	1 We had 12+ staff members out on FMLA and a shortage of substitutes. Instructional leaders were tasked to move in and teach priority classrooms.
2 Faculty Meetings have been repurposed and have been planned and executed by grade level and are incorporating rehearsal practice.	2 December results projected us to be an F-rated campus. We had to do a reset of a high culture of achievement where level 5 teachers were asked to move in to these STAAR classrooms and assist with small group instruction to target our Domain 3 scholars.
3 Professional development and rehearsals were facilitated by APIs based on data trends from daily observations in teacher classrooms. Leaders were able to coach through move the data sheets and move 20 points in 30 days.	3 We struggled with ADA all year long. Continuously we tried to enforce parent accountability and commitment but fell short.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92%
% Overall Persistence	86.80%
% New Student Persistence	82.10%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	3.50%
% ELL	43.70%
% Eco Dis	82.70%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0.12%
% Asian	0.77%
% White-Hispanic	95.40%
% Multi	0.10%
% Black-African-American	1.00%
% Native-Hawaiian-Pacific-Islander	0.25%
% White	2.57%
% Male	50.00%
% Female	50.00%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 We were able to develop a high culture of achievement with a lot of joy from FDOS.	1 We had 12+ staff members out on FMLA and a shortage of substitutes.
2 We had very intentional and purposeful PD sessions based on campus needs.	2 December results projected us to be an F-rated campus.
3 Instructional leaders had a very strong teacher development plan in place based on trends, move the data sheets, observations, and lesson plan rehearsals.	3 ADA continued to be a struggle all year long.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	95%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	97%
% 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 Parent communication was consistent throughout the school year via social media and Remind.	1 Due to COVID, we were a closed campus and had limited parent events in-person.
2 Staff members kept an open communication with parents throughout the school year.	2 We struggled with ADA all year long. Continuously we tried to enforce parent accountability and commitment but fell short.
3 Parents received campus information through a variety of platforms such as print out, social media, Remind, and the	3 Due to COVID, many families opted for virtual learning/virtual academy.