

IDEA Public Schools

Elsa Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Postsecondary Readiness



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: September 15, 2022

Demographics

Demographics Summary

IDEA Elsa Academy was established in 2018 and is located in 420 S. Fannin ST, Elsa Texas. The current enrollment for the 2022-2023 school year is 826 students. The school serves a diverse ethnic community, majority consisting of 94.6% Hispanic ethnicity. Approximately 95.24% are economically disadvantaged and qualify for free and reduced lunches.

The instructional programs at IDEA Elsa Academy consists of the 21st century after school program, Bilingual and EB program, 504, RTI the special education program, which consists of speech classes and life skills.

According to the Texas Education Agency Accountability System, IDEA Elsa Academy received and A for the 2021-2022 school year and received distinctions for Academic Achievement in English Language Arts Reading and Post secondary readiness.

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 celebrations for ADA on a weekly/monthly basis. **Root Cause:** No systems were set to promote and increase attendance.

Problem Statement 2: Minimal parent engagement for campus events or volunteer opportunities. **Root Cause:** Communication is not provided with sufficient time for working parents to participate in school events. Volunteer opportunities are not offered.

Problem Statement 3 (Prioritized): Good behavior incentives are not provided consistently to create a sense of joy within the campus. **Root Cause:** Lack of teacher development in building relationships with critical student's parents.

Student Learning

Student Learning Summary

2022 was the first time 3rd- 5th grade students took the STAAR state assessment and although covid did create challenges for the 2021-2022 school year, IDEA Elsa Academy received an "A" for accountability rating. We excelled in Academic Achievement in English Language Arts and Post Secondary Readiness and received distinctions for both indicators. We are currently performing higher than our neighboring schools in the Delta community and were the only campus to earn an "A" for accountability in the area.

Science was one of the areas where we performed the lowest on the STAAR, because science was not incorporated systematically from PreK-5th grade until recently in 2021-2022. Students struggled in math potentially because of the instructional limitations due to Covid 19. 73% of english language learners from 3rd-5th passed the reading STAAR assessment, 69% of 3rd-5th passed the math STAAR assessment and 69% of 5th graders the science STAAR test. Our data shows that we are still not fully meeting the needs of our special education, they were the lowest performing sub population.

Our dedication to ensure our students receive the best education possible begins in Pre-K. We had 100% of Pre-k, 97% of Kinder, 81% of 1st grade and 94% of 2nd grade end on reading level by the end of the year, which allows our students to be successful in the upper grade levels. Systems for instructional delivery will continue to be practiced and consistently monitored to create intentional and effective daily lesson delivery across all grade levels, not just 3rd-5th.

IDEA Elsa Academy 2021-2022 STAAR Achievement Scores by Pef. Level

Mst	DNM	<u>#of Student</u>				APPR	Meets
		Total Tested:	#Approaches	#Meets	#Masters		
3rd Reading 28%	114 18%	94	59	32	20	82%	52%
3rd Math 14%	114 32%	78	41	16	36	68%	36%
4th Reading 27%	93 19%	75	48	25	18	81%	52%
4th Math 20%	93 26%	69	39	19	24	74%	42%
5th Reading 37%	38 24%	29	22	14	9	76%	58%
5th Math 16%	38 13%	33	18	6	5	87%	47%
5th Science 16%	38 21%	30	18	6	8	79%	47%

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 (Prioritized): Teachers lack district rigorous math/clar alignment and format to state assessment. **Root Cause:** Trainings for unpacking standards is minimal.

Problem Statement 2: Delay in the start of tutorial programs. **Root Cause:** Data from semester exams is used in 2nd semester.

Problem Statement 3: Lack of teacher development through weekly lesson rehearsals. **Root Cause:** Scope and sequence was not implemented and followed with fidelity.

Problem Statement 4 (Prioritized): Lack of teaching skills to reach sped population during instruction. **Root Cause:** Gaps span over years of instructional levels.

School Processes & Programs

School Processes & Programs Summary

Instructional leaders in IDEA Elsa Academy participate in classroom observations twice a week and develop skills in coaching by participating in coaching academies during their first year as leaders and continue participating on ongoing professional development. Each leader is responsible for a specific content, which allows them to focus, develop necessary skills and prioritize in one area. We plan for professional development for teachers based on trends in observations, gaps in student learning, identified through data from state, district or exit tickets. Leaders support teachers in different content areas, by providing modeling in classroom, weekly lesson rehearsals for 3rd-5th and providing opportunity for teachers to have conference with same content teachers, which allows them to share ideas, develop skills and plan together in skills that align to their content.

We have programs such as AR zone, this program supports students in developing comprehension by allowing students time to read and test on books. Dreambox is another program we offer in our school, which allows students to participate in interactive engaging math lessons. Math lessons in dreambox can be aligned to what students are learning in the classroom to strengthen their mathematics skills in specific areas.

Programs:

- Special Education
- ESL
- 21st Century
- 504
- RTI

Processes:

- Faculty meetings- Bi-weekly
- RTI - to support students academically or with behavior - Every 6-9 weeks

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): Lack of teacher content knowledge impeded 1st time instructional clarity. **Root Cause:** PD's did not offer proficient time for teachers to unpack standards for alignment.

Problem Statement 2: Lack of communication and norming prior to making instructional changes. **Root Cause:** Vision on rationale between teachers and leaders in closing student gaps is not aligned.

Problem Statement 3 (Prioritized): New Teachers struggle to adapt to IDEA's roles and responsibilities. **Root Cause:** Insufficient time during BOY PD/NTI to internalize culture,

content and submit lesson plans.

Perceptions

Perceptions Summary

IDEA Elsa Academy provides staff, parents and students an opportunity to share their concerns by sending out a school survey every year. We analyze student, staff and parent feedback to get a better understanding of areas we are excelling in and areas that might need more attention. Our mission is to provide a safe, joyful environment for all students and staff. It is essential for IDEA Elsa Academy to collaborate with parents and staff to ensure our students and staff members are successful emotionally, academically and professionally. We have a variety of avenues to communicate with parents, such as Class Dojo, Remind, and Facebook page these communication mechanisms allows us to share events, or student celebrations through out the year.

IDEA Public Schools have established 7 core values, which we follow diligently. These core values provide the foundation for building a strong atmosphere, and are initiatives that push our teachers and students to achieve their best.

We Achieve Academic Excellence

We Deliver Results

We Act with Integrity

We Ensure Equity

We Sweat the Small Stuff

We build team and family

We bring joy

These core values are communicated through our school and celebrated when teachers or students are found representing any of the 7 core values. These core values help us communicate with parents our mission, standards and desired outcomes.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Few in person parent events were incorporated to build community involvement and family investment. **Root Cause:** Few ideas or mechanisms were used to provide parents an opportunity to interact with students and staff.

Problem Statement 2 (Prioritized): Less than 50% parent participation or feedback for in school events. **Root Cause:** Portal of communication needs to be adjusted to meet the needs of our community.

Problem Statement 3 (Prioritized): Student mental health and behavior cases have increased. **Root Cause:** Lack of parent involvement and resources to educate parents about social/mental health for students.

Priority Problem Statements

Problem Statement 1: Lack of celebrations for ADA on a weekly/monthly basis.

Root Cause 1: No systems were set to promote and increase attendance.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Good behavior incentives are not provided consistently to create a sense of joy within the campus.

Root Cause 2: Lack of teacher development in building relationships with critical student's parents.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Teachers lack district rigorous math/elar alignment and format to state assessment.

Root Cause 3: Trainings for unpacking standards is minimal.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Less than 50% parent participation or feedback for in school events.

Root Cause 4: Portal of communication needs to be adjusted to meet the needs of our community.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Student mental health and behavior cases have increased.

Root Cause 5: Lack of parent involvement and resources to educate parents about social/mental health for students.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: New Teachers struggle to adapt to IDEA's roles and responsibilities.

Root Cause 6: Insufficient time during BOY PD/NTI to internalize culture, content and submit lesson plans.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of teacher content knowledge impeded 1st time instructional clarity.

Root Cause 7: PD's did not offer proficient time for teachers to unpack standards for alignment.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Lack of teaching skills to reach sped population during instruction.

Root Cause 8: Gaps span over years of instructional levels.

Problem Statement 8 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data







- Communications data
- Study of best practices

Goals

Goal 1: Increase staff retention

Performance Objective 1: Increase the percentage of positive employee feedback by 10% by end of year.

Evaluation Data Sources: Great places to work Surveys









Strategy 1 Details	Reviews			
<p>Strategy 1: Act and listen to employee feedback by implementing changes and make adjustments.</p> <p>Strategy's Expected Result/Impact: Build a culture of trust, so employees can feel valued and eager to perform their best.</p> <p>Staff Responsible for Monitoring: Mirna Dimas</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Increase staff retention

Performance Objective 2: 85% of teachers will rate proficient or higher in power rows by end of May 2023.

High Priority

Evaluation Data Sources: Classroom observations and monthly rating evaluations in teach boost.







Strategy 1 Details	Reviews			
<p>Strategy 1: Leaders will norm through GET Rating rounds. Strategy's Expected Result/Impact: Leaders will be normed on effectively rating, providing feedback and coaching to proficiency. Staff Responsible for Monitoring: Assistant Principals/Principal (Each API will monitor their direct reports) TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Train and develop teachers for transformative teaching practices. Strategy's Expected Result/Impact: Teachers will grow in skills to provide excellent teaching, making them feel successful in the classroom. Staff Responsible for Monitoring: Assistant Principals/Principal (Each API will monitor their direct reports) TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: IDEA Elsa will meet projected student enrollment

Performance Objective 1: 90% of IDEA Elsa Academy enrolled during the 22-23 school year will persist and return for the start of the 23-24 school year.

High Priority

Evaluation Data Sources: Student and parent surveys, persistence excel trackers, power school, stream







Strategy 1 Details	Reviews			
<p>Strategy 1: Invest students by creating a fun, safe and educational environment. Strategy's Expected Result/Impact: Minimize the amount of students leaving Staff Responsible for Monitoring: Mirna Dimas</p> <p>Title I: 2.5</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: IDEA Elsa will meet projected student enrollment

Performance Objective 2: Every grade level in IDEA Elsa will meet 120 student enrolled for the school year.

High Priority

Evaluation Data Sources: Stream, Power School, Peims enrollment

Strategy 1 Details	Reviews			
Strategy 1: Create recruitment events once a month. Strategy's Expected Result/Impact: Increase number of submitted applications. Staff Responsible for Monitoring: Mirna Dimas	Formative			Summative
	Oct	Jan	Mar	June
	 0%	 40%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 3: IDEA achieves an A rating

Performance Objective 1: Increase 3rd grade math performance in STAAR.

High Priority

HB3 Goal

Evaluation Data Sources: Bi-weekly assessments and semester benchmarks will help evaluate and monitor. State results will evaluate results.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and leaders will track exit ticket data and all types of assessment data. Leaders will provide teachers with on going lesson delivery feedback.</p> <p>Strategy's Expected Result/Impact: Lesson plans will be aligned to state expectations and student remediation will be timely.</p> <p>Staff Responsible for Monitoring: Yumaira Gomez Cavazos</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Math Interventionist - Federal Grant - \$54,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 3: IDEA achieves an A rating

Performance Objective 2: Special Education students will increase in 3rd-5th STAAR performance in reading and math.

High Priority

HB3 Goal

Evaluation Data Sources: Bi-weekly assessments and semester benchmarks will help evaluate and monitor. State results will evaluate results.







Strategy 1 Details	Reviews			
<p>Strategy 1: Based on the data teachers and leaders will plan remediate by differentiating/accommodating students.</p> <p>Strategy's Expected Result/Impact: Based on data evaluation teachers and leaders will determine differentiation and accommodations for students.</p> <p>Staff Responsible for Monitoring: Aleyda Villagomez, Yumaira Gomez Cavazos</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: IDEA achieves an A rating

Performance Objective 3: Increase 3rd-5th reading performance in STAAR

HB3 Goal

Evaluation Data Sources: Bi-weekly assessments and semester benchmarks will help evaluate and monitor. State results will evaluate results.







Strategy 1 Details	Reviews			
<p>Strategy 1: District assessments will be analyzed to determine foundational gaps to target in earlier grade levels, Pre-K-2nd.</p> <p>Strategy's Expected Result/Impact: Conceptual trends will be identified to ensure gaps are closed before students reach 3rd grade and forward.</p> <p>Staff Responsible for Monitoring: Aleyda Villagomez</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Reading Interventionist - Federal Grant - \$62,100</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Elsa academy will meet an average of 97% of student attendance by end of year.

High Priority







Evaluation Data Sources: Daily, weekly and monthly ADA report.

Strategy 1 Details	Reviews			
<p>Strategy 1: Tracking to identify students with more than 3 absences to create a plan of action. (Daily phone calls, escalation matrix, home visits, parent meets, etc.)</p> <p>Strategy's Expected Result/Impact: Increase and maintain an ADA of 97%.</p> <p>Staff Responsible for Monitoring: Mirna Dimas</p> <p>Title I: 2.5, 4.1, 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Social Worker - Federal Grant - \$56,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA Elsa Academy will rate Proficient or higher by the end of the year on the Campus Safety Score









Evaluation Data Sources: District audits, school drills

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and staff will be trained on safety drills to ensure student safety Strategy's Expected Result/Impact: Students and staff will feel safer and know what to do in case of an emergency Staff Responsible for Monitoring: Principal, APO</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Increase student persistence

Performance Objective 1: 90% of IDEA Elsa students will return for the 2023-2024 school year.







Evaluation Data Sources: Power school will serve as a student information data point.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a safe and positive environment in every homeroom. Strategy's Expected Result/Impact: Students feel safe of violence to speak and to share their emotions. Staff Responsible for Monitoring: Teachers, counselors and leaders.</p> <p>Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Social Worker - Federal Grant - \$56,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create opportunities for parents involvement to educate support and bond. Strategy's Expected Result/Impact: Invest families into staying and returning to IDEA Elsa Academy. Staff Responsible for Monitoring: Counselor, Teachers and leaders. Martha Garcia and Zulma Cavazos</p> <p>Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: PK Teachers - Federal Grant - \$113,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Increase student persistence

Performance Objective 2: 90% of 1st-5th grade students will achieve 1200MVPA minutes with moderate to vigorous physical activity by end of year.

Evaluation Data Sources: student wrist band watches, PE observations

Strategy 1 Details	Reviews			
Strategy 1: Increase student physical activity in and out of school Strategy's Expected Result/Impact: Educate parents and students in the benefits of living a healthy active life style Staff Responsible for Monitoring: Coaches, API	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aleyda Villagomez	INTERVENTIONIST	Title I	1
Martha Garcia	PRE-KINDERGARTEN TEACHER	Title I	1
Mirna Dimas	Social Worker	Title I	1
Yumaira Gomez Cavazos	INTERVENTIONIST	Title I	1
Zulma Cavazos	PRE-KINDERGARTEN TEACHER	Title I	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Math Interventionist		\$54,500.00
3	3	1	Reading Interventionist		\$62,100.00
4	1	1	Social Worker		\$56,000.00
5	1	1	Social Worker		\$56,000.00
5	1	2	PK Teachers		\$113,000.00
Sub-Total					\$341,600.00

Addendums

Campus Name

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
% Students	76/76=100%	97/100=97%	106/113= 94%	99/110=90%	1st- 72% 2nd- 76%

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	69%	74%	87%	3rd - 39%, 4th-53%, 5th -64%	3rd Not Met 4th Not Met 5th Met
% Meets	37%	42%	49%		
% Masters	16%	20%	15%		
% Student Achievement Average	41	45	50		
% Meet 2 year growth	CSI 6/9=66%	CSI 11/17 =64%	CSI 8/11=72%		

Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	25/37 = 67.5%	
% of CSI Passing STAAR	3rd 2/9=22% 4th 6/17=35% 5th 8/11 =72% 3-5 16/27=42%	
% of SPED Passing STAAR	9/20=45% , w.ALT 12/23=52%	

Reflections

Areas of Strength	Areas of Need
1 Data has increased for student growth in all 1st-5th as per Ren Star above 90% of students showed growth	1 Curriculum is Not STAAR Ali had to create lessons that aligned attempt to fill in gaps for scope
2 Veritcal Alignment due to Collbaration Conference Times	2 Tutoring for lower grades wo gaps earlier.

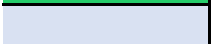
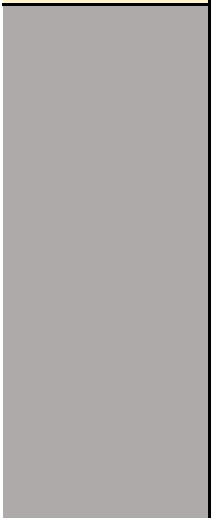
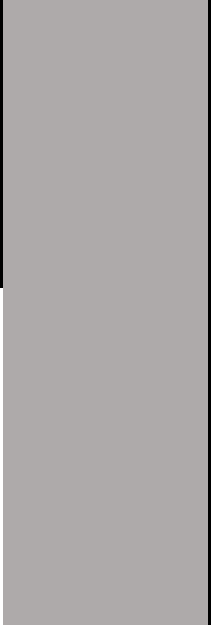
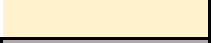
3 In Class Support during STAAR Review Unit	3 Include K-2 in Lesson R
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Pk-2 MM Goal Met/Not Met

Met



gnerd; teachers to TEKS and and sequence.

uld help close

Rehearsals

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	100%	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	<p>This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff.</p> <p>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.</p>	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	<p>These pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year.</p> <p>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.</p>	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	<p>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.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	<p>Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff.</p> <p>Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	<p>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>.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	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		

Campus Name

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
1E	"Implement and Supplement district Reading, Curriculum. TEKS aligned supplemental materials- Think UP resources	S	ALL	Nallely Garza	8/1-5/26	Resources and materials- Eg. STAAR TEK Aligned materials and software (STAAR aligned resources) Lowman Training (consultant services)	Data analysis of student performance. Teacher Lesson plans	End of Unit assessments, Final exams and STAAR
1E	"Implement and Supplement district Math curriculum. TEKS unpacking- Lowman Training TEKS aligned supplement Think Up	S / ST	ALL	Cristal Reyes	8/1-5/26	Resources and materials- Eg. STAAR Master, materials for Rock and Roll trainings, Lead4ward resources, Software and hard copies (STAAR aligned resources) Lowman Training (Professional development) Rock and Roll Math- (consulting services)	Observations, Teachboost, SWAM (student work analysis meetings), data conversations, Progress towards goals meetings, Observation and follow up teacher meetings, Lesson plan feedback	End of Unit assessments, Final exams and STAAR
1E	"Implement and Supplement district Science curriculum. TEKS unpacking- Lowman Training TEKS aligned supplement Think Up	S	ALL	Cristal Reyes	8/1-5/26	Resources and materials- Eg. STAAR Master, Lowman trainings and materials. Lead4ward resources, Software and hard copies (STAAR aligned resources) Lowman Training (consultant services)	Observations, Teachboost, SWAM (student work analysis meetings), data conversations, Progress towards goals meetings, Observation and follow up teacher meetings, Lesson plan feedback	End of Unit assessments, Final exams and STAAR

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 <u>BOTH</u> Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
Y	Y	\$ 4,000				
Y	Y	\$ 4,000				
Y	Y	\$ 4,000				

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
- jh

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

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	76/76=100%	98/101=97%	87/108=81%	103/107=94%	13%	74%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					92/248	343/477
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	STAAR Writing Grade 4		
% Approaches	82	80	76	N/A		
% Meets	51	51	57	N/A		
% Masters	28	26	36	N/A		
SAS	53	52	56	N/A		
% Student Achievement Average	53	52	56			
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	24/47=51.06%					
% of CSI Passing STAAR	25/47=53%					
% of SPED Passing STAAR	9/20=45% , w.ALT 12/23=52%					

Reflections	
Areas of Strength	Areas of Need
1. Collaboration between Content teachers. Conferences were set to where content teachers can	1: Formative assessments aligned to STAAR and rigor
2. STAAR Pathway resources in curriculum corner. New lesson planning journey after Semester exams.	2: Wit & Wisdom Curriculum more aligned to STAAR, better guidance in Addendum
3 Resources available: Education Galaxy, iredy, STAAR Master, Zingers, Think Up	3: Weekly focus on 1 specific TEK. Weekly goals on Standards and then spiral teks through out the year.

Campus Name

Comprehensive Needs Assessment

ACADEMY

Data Sources: Science Pk-2

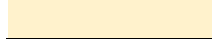
	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level
% Students	N/A	103/103=100%	115/116=99%	95/115=82%	97/110=88%

Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches	79%	
% Meets	47%	
% Masters	15%	
% Student Achievement Average	48	

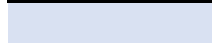
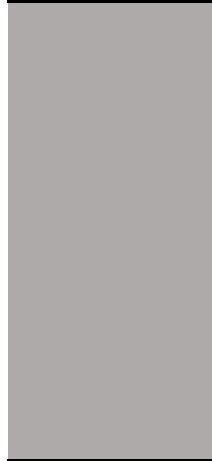
Reflections

Areas of Strength	Areas of Need
1 Access to Education Galaxy	1 Limited Technology (document cameras, etc)
2 Honored 85 Minute Block for Course	2 Limited Resources for 4th Science
3 Joy Factor-Students expressed interest and enjoyment for science classes	3 Vertical Alignment for Content Collaboration during



**Science
Fourth
on Grade Level**

63/76=84%



ng Conference

Campus Name

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level
% Students	N/A	99/99=100%	112/112=100%	109/109=100%	85/116=73%	77/90= 86%

Reflections

Areas of Strength	Areas of Need
1 Honored 85 Minute Block for Course□	1 Limited Technology (document cameras, etc)
2 Joy Factor-Students expressed interest and enjoyment for science classes□	2 Limited Resources for 3rd & 5th Social Studies s independent Work books for students to practice
3 Curriculum Projects were engaging and hands on	3 Vertical Alignment for Content Collaboration du Conference

Humanities Fifth on Grade Level
33/35=94%

uch as
ring

Campus Name

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	Composite
% Beginning	24%	32%	34%	40%	28%
% Intermediate	28%	46%	38%	30%	43%
% Advanced	22%	21%	12%	18%	25%
% Advanced High	26%	1%	16%	12%	4%

Reflections

Areas of Strength	Areas of Need
1 Tracking EL student progress in grades 3-5 with coded student trackers	1 EL Curriculum (Rosetta Stone, etc) that provides ELs the opportunity to practice English skills
2 Accommodation supports provided on all assessments and in classroom	2 Tracking EL student progress in grades PK-2 to mimic the tracking done in 3-5
3 Mock TELPAs testing in November to prepare students for real TELPAS in February.	3 Trainings and Resources for instructional staff for teachers to carry over into the classroom setting

% of ELL Students who grew one or more levels
PK- N/A
Kinder- N/A
1st- 38%
2nd- 41%
3rd- 39%
4th- 21%
5th- 25%

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	84%
% Teacher Retention	92%
% Campus Support Retention	71.43%
% SPED Teachers	75%
% State/National Certified Teachers	24%
% State Certified Leaders	33%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflection	
Areas of Strength	Areas of Need
Generous tokens of appreciation were given to all staff throughout different times of the school year.	Balancing work responsibilities and personal life.
Open and honest two-way feedback between manager relationships.	Providing ample time for preparation when communicating changes that impact key stakeholders.
Collaboration amongst all staff members to complete daily responsibilities.	Making the hiring process easier.

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.17%
% Overall Persistence	95.89%
% New Student Persistence	95.51%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	7.59%
% ELL	48.96%
% Eco Dis	95.24%
% Migrant	0.45%
% Race: American-Indian- Alaska-Native	0%
% Asian	0%
% White-Hispanic	94.64%
% Multi	0%
% Black-African-American	0%
% Native-Hawaiian-Pacific- Islander	0%
% White	5.36%
% Male	54.02%
% Female	45.98%

Data Source: School Culture and Climate

Reflections

Areas of Strength	Areas of Need
School wide parent communication was consistent and immediate. The campus used different media portals such as Remind, Class Dojo, Facebook and phone calls to communicate with school families.	Due to COVID, parent events were minimized. Bringing back the monthly events, would enhance the community engagement.

<p>The campus celebrations brought joy to both students and staff. Teachers enjoyed being celebrated each month by being recognized as TOM. Students were widely celebrated by being named students of the week.</p>	<p>Uniforms need to be enforced daily throughout the whole campus.</p>
<p>Culture focus using the IDEA 55, was set daily through morning announcements and meetings.</p>	<p>ADA incentives need to be set to invest students and parents.</p>

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	47%
% Families Attended Curriculum Night	0%
% Families Who Attended EOY Ceremonies	91%
% Families who attended Fall Festival	0%
% Families who attended Winter Festival	0%
% Families who attended Spring Festival	0%

Reflection	
Areas of Strength	Areas of Need
1 Excellent communication with parents. Leveraging communication channels Remind, Class Dojo, FB, School Messenger that produced high volume of parent attendance.	1 Incorporate more in person parent events to build community involvement and family investment.
2 Held various events that involved families and community such as Trunk or Treat, Mothers Day, Earth Day,	2 Maintain fidelity to our data tracking systems for family events to provide visibility on participation
3 Effective WTI event for new family onboarding. Setting clear expectations and establishing communication protocols.	3 Offer opportunities and resources for parents to reinforce academics

Committee 1: Staff Quality & Retention	Committee 2: School Culture & Climate	Committee 3 Family & Community Involvement	Committee 4 :Math
Saron Mata	Damaris Perez	Elsa Hernandez	Cristal Reyes
Olga Morales	Erica Borrego	Martha Garcia	Darlana Cantu
Judith Enriquez	Chanel Cruz	Aaron Benavidez	Christi Garcia
Melissa Carreon	Rosalia Duarte	Beverly Flores	Ulises Rodriguez
Pamela Juarez	Sabrina Garcia	Abril Cantu	Yumaira Cantu
Alyssa Garcia	Vanessa Garcia	Nelda Hinojosa	Jessica Rodriguez
Dayna Munoz	Pricilla Frias	Wendy Nava	Miranda Gomez
Areli Alvarado	Eulalia Guillen		

Committee 5: ELA	Committee 6: Science & Humanities	Committee 7: Telpas
Nallely Garza	Cristal Reyes	Chelsea Garcia
Roxanne Castaneda	Christopher Din	Anabel Zamarron
Anna Garcia	Brittney Cenicerros	Aleyda Villagomez
Monica Martinez	Davlyn Rodriguez	Nattalie Noriega
Nicole Perez	Leanne Rodriguez	Kassandra Loreda
Samyra Perez	Nora Rodriguez	Jessica Palomares
Joanna Carranco	Victoria Vallejo	Mayra Salinas
Noelia Garza	Gabriela Castillo	Paola Barrera
	Paola Martinez	