

IDEA Public Schools

Ewing Halsell Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Postsecondary Readiness



Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 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**

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 4
 - School Processes & Programs 5
 - Perceptions 7
- Priority Problem Statements 8
- Comprehensive Needs Assessment Data Documentation 9
- Goals 11
 - Goal 1: Increase staff retention to meet 85% district goal. 12
 - Goal 2: All IDEA students matriculate to college 14
 - Goal 3: IDEA achieves an A rating. 15
 - Goal 4: Increase student daily attendance 19
 - Goal 5: Increase student persistence 20
- Title I Personnel 22
- Campus Leadership Team 23
- Campus Funding Summary 24
- Addendums 25

Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

Our campus is located in the heart of southside of San Antonio and serve 718 scholars in grades K-5th. We are an open enrollment charter school that serves scholars from around the area. Our Title I school serves a majority hispanic population. We work relentlessly to ensure our scholars are on a pathway to and through college and believe that every child can learn.

See PDF addendum.

Demographics Strengths

See pdf addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus failed to meet our goal of 90% overall student persistence. **Root Cause:** Top three factors for not meeting goal pertained to Campus Culture, Transportation, and Movers.

Problem Statement 2 (Prioritized): Campus failed to receive an A rating. **Root Cause:** Campus lost teachers in key tested subject areas, which led to lack of academic consistency for scholars.

Student Learning

Student Learning Summary

There was an increase of meets and master scholars for all populations in STAAR Reading. In the pervious year there was an increase in approaches numbers for math. W need to focus on the increase of meet and masters student in math grades third through fifth. We ended our 21-22 year at 84.4% overall persistence with 74.4% New student persistence. The following was our end of year data for scholars on track in Direct Instruction, decoding reading programs: K: 86%; 1- 60% 2- 92% Overall- 83%. Our campus received distinctions from the state in Academic Achievement in ELAR, Science, and Post-Secondary Readiness.

Telpas Composite Ratings (Listening, Speaking, Reading, Writing)

% of ELL students who grew one or more levels

-Listening 31/71

-Speaking 14/71

-Writing 23/71

-Reading 29/71

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): Campus special populations failed to meet standards on state assessment. **Root Cause:** Lack of comprehensive structure for general education and special populations staff to collaborate and lesson plan researched based strategies..

Problem Statement 2 (Prioritized): Campus failed to meet our goal on state assessments for our English Learners. **Root Cause:** Lack of consistent tutorials that target proficiency standards and training for teachers on researched based strategies for ELs.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders by providing weekly professional development focused on each content. We plan for professional development based on weekly data or gaps that are responsive to needs and include teacher feedback in order to close achievement gaps.

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 ongoing training and accountability for managing Tier 1 Behavior Plan . **Root Cause:** Inconsistent follow through with campus wide behavior plan, implementation of Pioneer Planners for every scholar, and lack of stakeholder investment.

Problem Statement 2 (Prioritized): Campus has failed to meet our 97% ADA goal. **Root Cause:** Lack of processes and follow through with ADA concerns using the ADA matrix starting at the beginning of the year.

Perceptions

Perceptions Summary

According to our annual Panorama survey results, parents rated our campus at or above average levels for the San Antonio Region and IDEA public schools as a whole. Four domains were rated in the areas of Data about School, the Healthy Kids Here Initiative, Mental health and social emotional learning, and School Safety and Security. Our campus scored between 4.2 and 4.6 on a scale of 1-5 in all domains. Parent participation is quantitatively measured for this annual survey and we had 62 participants accounting for approximately 10% of our parent population. Barriers to survey completion and participation are unclear, as many methods over consistent periods of time were utilized to gather this important information.

See PDF addendum for more information.

Perceptions Strengths

One area of strength identified in our Panorama parent survey included high rankings in the domain of School safety and security with a 4.6 score.

See pdf. addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of extracurricular options during and after school. **Root Cause:** Lack of available, trained staff, and incentive or motivation to sponsor activities after a 9 hour work day.

Problem Statement 2 (Prioritized): Parents perceive bullying as a major issue with a lack of scholar support in the area of social emotional learning. **Root Cause:** Lack of school wide and family education over the differences between bullying and conflict.

Priority Problem Statements

Problem Statement 1: Lack of ongoing training and accountability for managing Tier 1 Behavior Plan .

Root Cause 1: Inconsistent follow through with campus wide behavior plan, implementation of Pioneer Planners for every scholar, and lack of stakeholder investment.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Campus failed to meet our goal of 90% overall student persistence.

Root Cause 2: Top three factors for not meeting goal pertained to Campus Culture, Transportation, and Movers.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Lack of extracurricular options during and after school.

Root Cause 3: Lack of available, trained staff, and incentive or motivation to sponsor activities after a 9 hour work day.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Parents perceive bullying as a major issue with a lack of scholar support in the area of social emotional learning.

Root Cause 4: Lack of school wide and family education over the differences between bullying and conflict.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Campus has failed to meet our 97% ADA goal.

Root Cause 5: Lack of processes and follow through with ADA concerns using the ADA matrix starting at the beginning of the year.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Campus failed to meet our goal on state assessments for our English Learners.

Root Cause 6: Lack of consistent tutorials that target proficiency standards and training for teachers on researched based strategies for ELs.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Campus special populations failed to meet standards on state assessment.

Root Cause 7: Lack of comprehensive structure for general education and special populations staff to collaborate and lesson plan researched based strategies..

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Campus failed to receive an A rating.

Root Cause 8: Campus lost teachers in key tested subject areas, which led to lack of academic consistency for scholars.

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

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- 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

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Study of best practices
- Action research results





Goals

Goal 1: Increase staff retention to meet 85% district goal.

Performance Objective 1: Encourage higher staff attendance with incentives every month to promote positive campus climate.

High Priority

Evaluation Data Sources: Great Places to Work survey, staff attendance records

Strategy 1 Details	Reviews			
<p>Strategy 1: Incentives every month to promote positive campus climate. Weekly acknowledgements over announcements and staff newsletter.</p> <p>Strategy's Expected Result/Impact: Increased daily staff attendance, increased consistency for scholars to achieve the best results academically.</p> <p>Staff Responsible for Monitoring: Lead Team Members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






Goal 1: Increase staff retention to meet 85% district goal.

Performance Objective 2: Coach and develop math and reading teachers to proficiency in GET 1A and 1B, planning.

High Priority

HB3 Goal

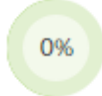




Evaluation Data Sources: Teach boost ratings, coaching plans and calendars, lesson plans.

Strategy 1 Details	Reviews			
Strategy 1: Coach and develop math and reading teachers that includes recognition for achievement and development that builds strong vertical teams and ensures qualified teachers are in classrooms. Skills developed are in GET planning and ownership to fortify planning and executing engaging and rigorous instruction and intervention aligned to STAAR reading and math targets	Formative			Summative
	Oct	Jan	Mar	June
	 0%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase staff retention to meet 85% district goal.

Performance Objective 3: Communicate special education teacher promotion pathway for co teachers to invest in a career pathway to be highly qualified and certified special education teachers.

Evaluation Data Sources: Engagement in certification pathways and emails to connect co teachers to IDEA staff to support and inform about programs.

Strategy 1 Details	Reviews			
Strategy 1: Include future career goals as part of check ins and identify ways to support certification in special education.	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 2: All IDEA students matriculate to college





Performance Objective 1: We can ensure all IDEA students matriculate to college by providing TEKS aligned, rigorous coursework and setting the expectation that all scholars are on grade level before they are promoted to the next grade level.

High Priority

HB3 Goal

Evaluation Data Sources: Daily exit tickets, weekly assessments aligned to TEKS, Unit assessments, benchmark assessments, RenStar, DIBELS

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide TEKS aligned, rigorous coursework and setting the expectation that all scholars are on grade level before they are promoted to the next grade level. Data sources are checked daily, weekly, quarterly, and annually to provide timely and tailored response to student learning.</p> <p>Strategy's Expected Result/Impact: Create a culture of high expectations and help students meet grade level expectations every year.</p> <p>Staff Responsible for Monitoring: Lead Team and Grade Team Leaders</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 3: IDEA achieves an A rating.


Performance Objective 1: We can achieve an A rating by utilizing previous year's data and current assessments to tailor interventions to respond to individual student needs.


High Priority


HB3 Goal


Evaluation Data Sources: Daily and weekly assessment data, diagnostic programs, STAAR assessments, benchmark data.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will track student exit tickets weekly and create responsive lesson plans and interventions accordingly. Grade team leaders will meet bi-weekly to discuss current assessments and tracked data to assist in teacher accountability and response to intervention plans and differentiated instruction.</p> <p>Strategy's Expected Result/Impact: Increase in mastery of daily, weekly, and unit assessment scores.</p> <p>Staff Responsible for Monitoring: API's, classroom teachers, and grade team leaders</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Interventionist - Federal Grant, Interventionist - Federal Grant</p>	Formative			Summative
	Oct	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue






Goal 3: IDEA achieves an A rating.

Performance Objective 2: We can achieve an A Rating by planning aligned, 1st time instruction that prioritizes time for independent practice with feedback to increase math STAAR performance as measured by growth goals.

High Priority

HB3 Goal

Evaluation Data Sources: Daily exit tickets, weekly assessment data, IXL/Sirius online practice and progress.

Strategy 1 Details	Reviews			
Strategy 1: Weekly lesson internalization for DI submission for feedback and weekly lesson plan feedback cycle for ELA, Math, and Science.	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 3: IDEA achieves an A rating.

Performance Objective 3: We can achieve an A Rating by managing and investing scholars to track their progress toward individual STAAR reading and math goals and growth.

High Priority

HB3 Goal

Evaluation Data Sources: Pioneer Planners, Assessment reflection documents.






Strategy 1 Details	Reviews			
Strategy 1: Scholar reflections after district assessments and student trackers in Pioneer Planners.	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 3: IDEA achieves an A rating.

Performance Objective 4: We can achieve an A Rating by building capacity of general and special education staff by including strategically proactive and responsive PD topics monthly.

High Priority

Evaluation Data Sources: PD agendas/power points, assessment data for special education scholars, weekly lesson plans and Outcomes, Causes, Solutions assessment process after assessments.





Strategy 1 Details	Reviews			
Strategy 1: Schedule monthly PD for special populations for all instructional staff responsive to campus data and teacher needs	Formative			Summative
	Oct	Jan	Mar	June
	 0%			
<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: We will increase student daily attendance by working to increase stakeholder investment.

High Priority

Evaluation Data Sources: Attendance data, family attendance to events, views of Remind messages, views of Family newsletters.





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide family engagement events monthly, maintain quality, consistent communication using Remind and newsletters, provide monthly classroom/grade level incentives, provide teachers resources and time to plan engaging lessons.</p> <p>Strategy's Expected Result/Impact: Increase in daily students attendance.</p> <p>Staff Responsible for Monitoring: Student Information Systems Clerk, Lead Team, Grade Team Leaders.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Increase student persistence

Performance Objective 1: Violence prevention and intervention: School based bullying and cyberbullying prevention programs.

High Priority

Evaluation Data Sources: a. calendar schedule b. Microsoft form compliance to district c. PD agendas at BOY and principal meeting with feedback d. Panorama SEL surveys





Strategy 1 Details	Reviews			
<p>Strategy 1: Anti-bullying guidance curriculum will be implemented throughout the year, along with proactive SEL curriculum (Move this World) to ensure both preventative and responses services are available to all scholars.</p> <p>Strategy's Expected Result/Impact: Decreased referrals for discipline, decreased reports on bullying, increased scores on bi-annual Panorama SEL surveys, and perception data regarding an increase in pro-social behaviors.</p> <p>Staff Responsible for Monitoring: School Counselor and School Social Worker</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Increase student persistence

Performance Objective 2: Create a positive onboarding experience for new families.

High Priority

Evaluation Data Sources: Returning persistence data, family engagement and attendance to events.

Strategy 1 Details	Reviews			
<p>Strategy 1: Follow a consistent onboarding process which includes personal invitations to engagement events, periodic check ins from team members to family and scholar, and prompt response to family concerns.</p> <p>Strategy's Expected Result/Impact: Increase in retention of new families year to year. (Increased persistence).</p> <p>Staff Responsible for Monitoring: Lead team members, APO, SIS.</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	CO-TEACHER		1
	CO-TEACHER		1
	CO-TEACHER		1
	CO-TEACHER		1
	ILEARNING HOT SPOT FACILITATOR		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
Co teacher	Co teacher		1
Co teacher	Co teacher		1
Co teacher	Co teacher		1
Co teacher	Co teacher		1
Hotspot Co teacher	Hotspot Co Teacher		1
Linda Rodriguez	Interventionist	Title 1	1
Yolanda Meza	Interventionist	Title 1	1

Campus Leadership Team

Committee Role	Name	Position
Administrator	Karen Gonzalez	API
Administrator	Pamela Ray	Principal
Administrator	Valarie Alvarado	API
Administrator	Aimee Garcia	School Counselor
Administrator	Ashley Thibodeaux	Social Worker
Community Representative	Sharon Medrano	

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Interventionist		\$0.00
3	1	1	Interventionist		\$0.00
Sub-Total					\$0.00

Addendums

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.27
% Overall Persistence	87.21
% New Student Persistence	80.3
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	5.48%
% ELL	14.05%
% Eco Dis	77.02%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0%
% Asian	1%
% White-Hispanic	88.93%
% Multi	0.36%
% Black-African-American	2%
% Native-Hawaiian-Pacific- Islander	0%
% White	8%
% Male	49.17%
% Female	50.80%

Data Source: School Culture and Climate

Reflections

Areas of Strength	Areas of Need
1. Culture Camps/re-sets do help after breaks.	Behavior plan to ensure detention tracker is used and parents experience meaningful and timely communication.
2. Tier 1 Campus plan is can be very effective if followed consistently.	2. Time in school day to prioritize Move this world and emotional intelligence to prioritize physiological health of staff and scholars.
3 Strong relationships of trust with families and staff overall.	3. Additional engagement events during day for scholars/teachers to build relationships.

Master CNA & SAIP Reporting Checklist

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	<p>This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, 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>	Pending		Action Required	
	Locus Dashboards: CSI, STARR, AP	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>	Pending		Action Required	
	CampusIB Reports	Comprehensive Needs Assessment 2022 Math	<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>	Pending		Action Required	
	EOY Assessments	Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		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>	Pending		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>	Pending		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>	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	<p>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.</p>	Pending		Action Required	

Campus Name

2021-22 Student Achievement Improvement Plan

ACADEMY

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%

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

Campus Name

Comprehensive Needs Assessment

ACADEMY

Data Sources: Eureka Math & Electives Academy

	Eureka Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters 1-2nd	1-2nd Goal Met/Not Met
% Students		99%	53.90%	83.70%		

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	80%	66%	85%		
% Meets	51%	32%	49%		
% Masters	27%	16%	17%		
% Student Achievement Average	53%	38%	50%		
% Meet 2 year growth	29.60%				

Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	15%	
% of CSI Passing STAAR	30%	
% of SPED Passing STAAR	52%	

Reflections

Areas of Strength	Areas of Need
More than enough books for students. Also, teacher edition books were available	4th grade math rising to 5th grade-- not enough independent practice to master skill.
2 Adjusting lessons based on gaps seen in 1st blocks.	2 A built in time for small group to work on closing gaps within the block of instruction..
3 Math team was helpful during conference and contributed to other teachers to help close gaps.	3. Visuals/Anchor charts need to be posted and aligned (same vertically) in all spaces.

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%	86%	60%	86%	16%	69%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					16/84	69/31
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4		
% Approaches	90%	89%	N/A	N/A		
% Meets	65%	65%	N/A	N/A		
% Masters	40%	32%	N/A	N/A		
SAS						
% Student Achievement Average	65%	62%				
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	14%					
% of CSI Passing STAAR	37/55= 67%					
% of SPED Passing STAAR	56%					

Reflections	
Areas of Strength	Areas of Need
1. It's repetitive so the scholars get that constant practice.	1. Wit and Wisdom 1st grade- workbooks were not useful due to lack of page numbers and quality. Some books were missing in module 2. Co-teacher needed to assist with writing, 1:1 intervention, and behaviors. There was an improvement in lesson when two teachers were present. Students were able to get individual feedback on their writing.
2. SPED are able to teach at the pace needed. EM	2. DI-More intervention time

3 It's straight forward and the kids are able to comprehend and understand the stories.	3 Scholars need more intervention time.
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Have more focus on things that are more difficult to scholars. (ex: Making sure homework goes home regularly. EM

4. The	
Intervention teacher was able to focus on skill deficits using TEK based instruction. Teacher was also able to group students based on reading level and provide opportunity for scholars to read aloud working on word recognition, fluency, and comprehension. Teacher would provide feedback to improve reading development. LR	An area of need is providing more intervention time to CSI scholars. It would be helpful to work with the scholars who are two years below their reading level everyday versus two times a week. Providing more intervention time will help close the gaps. LR
Set curriculum with much practice, repetition, and knowledgeable staff from previous years.	Allowing script practice to be more open-ended practice/discussions to help close gaps across grade levels, rather than reading scripts 3 days a week. Other contents speak to each other to discuss gaps, next steps, helpful tips, etc.
DI API is knowledgeable of grades K - 2, therefore questions/concerns are answered promptly	Providing more information on how to get into next level for growth opportunities

ample more talking/working on contractions.)

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	Science Fourth on Grade Level
% Students	99%	93%	75%	97%	91%	91%
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	85%					
% Meets	73%					
% Masters	40%					
% Student Achievement Average	66%					

Reflections	
Areas of Strength	Areas of Need
1. Hands on experiments and type of classwork helped SPED scholars be successful.	1. Making sure SPED knows when tests are being given/if there are changes last minute to help with accommodations. EM
2. Journaling helped all scholars be successful in mastering their exams.	2 Daily data tracking by special populations managers to respond with shared ownership.
3 Provided test reviews to the scholars to help them prepare themselves for their unit exams.	3. Science experiments were difficult with large class sizes in 1st grade and training on management during lab experiences.
4. All of the materials were prepared and curriculum plans were great	
5. Workbooks helped scholars keep organized and improve	5. Some parts of program were not relevant or repeated over many
6. Experiments were fun and engaging	

y lessons

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	Humanities Fifth on Grade Level
% Students	N/A	100/98/96	99/99/99	100/98/90	40/14/4	95/77/46	98/75/61

Reflections

Areas of Strength	Areas of Need
1 Children were excited about content and curriculum had many opportunities for scholars to engage.	1. Making sure teachers are aware of SPED accommodations to help read text orally to scholars who need. EM
2 Warm ups and projects increased engagement and understanding of objectives.	2. Need visuals/powerpoints, hands on task to help understand such big and difficult texts for ELs and SPED. EM
3 Academic vocabulary was prioritized and part of backward planning.	3 More texts for scholars that accompany learning.

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	5 of 5	3 of 6	8 of 10	14 of 19	Listening- 31/71
% Intermediate	13 of 17	9 of 26	13 of 22	5 of 16	Speaking-14/71
% Advanced	4 of 11	1 of 14	5 of 12	3 of 11	Writing- 23/71
% Advanced High	9 of 14	1 of 2	3 of 4	1 of 2	Reading-29/71

Reflections

Areas of Strength	Areas of Need
1. Training at beginning of year was very helpful. EM	1. Making sure EL accommodations are in IEPs or 504 Plans and part of lesson planning and accommodations.
2 Training and book study on 7 Steps to a Language Rich Classroom	2 Engaging our beginner and intermediate ELs in class instruction.
3	3

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	71%
% Instructional Support Retention	75.76%
% Teacher Retention	60%
% Campus Support Retention	100%
% SPED Teachers	100%
% State/National Certified Teachers	12%/88%
% State Certified Leaders	43%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	

Reflection	
Areas of Strength	Areas of Need
1 7 founding staff still on campus leading culture and results.	1 Training and accountability to managing Tier 1 Behavior Plan.
2 GPTW data show staff feel they are developed by their manager.	2 Additional tactics to show staff appreciation using different appreciation languages.
3	3 Opportunities for staff to engage in relationship building and joy.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	
% Families Attended Curriculum Night	20%
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	55%
% Families who attended Spring Festival	50%%

Reflection	
Areas of Strength	Areas of Need
1. Big events are successful and fun.	1. More opportunities throughout the year for families to be involved. Small events- maybe per homeroom/events instead of grade level or whole academy.
2 Parents have strong connections with other parents/families.	2. Higher staff attendance at curriculum events and include more student features.
3 End of Year and Middle of Year Events featuring children have attendance of >90%.	3 Opportunities for parents to volunteer while maintaining safety.