

IDEA Public Schools

Frontier Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 21, 2022

Public Presentation Date: September 16, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

IDEA Frontier Academy is a tuition-free, open-enrollment charter school that serves 812 students from PK through 5th grade admitted by lottery. Frontier was founded in 2006 in Brownsville, Tx. Through our unique curriculum, we are closing the opportunity gap by preparing students from underserved communities for success in college and citizenship. We are proud that we are a TEA "A" Campus and earned 6 out of 6 distinctions.

We set high expectations for every student and go the extra mile to ensure they realize their potential. Our recipe for success is personalized learning, critical thinking skills, and mastery of core subjects. We strive to provide a safe and caring learning environment for all our students, and we expect them to behave respectfully by following our campus rules and policies. We live by our core values and treat each other as Team and Family.

We offer special programs that align with the needs and desires of our students, parents, and community, such as Special Education, Fine Arts, Athletics, Bilingual, social-emotional awareness programs, UIL, and 21st Century afterschool programming. We are a very spirited and proud Charger family with many traditions that set us apart from other schools. We celebrate our accomplishments and recognize hard work.

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): There is a need to increase Average Daily Attendance (ADA) in PK-5th grade because it has declined since 2019-2020. **Root Cause:** Attendance dropped below the 97.5% mark because of COVID quarantine cases, parent fears, and anxiety of sending students to school. In addition, there was a gap of consistent systems of communication to follow up with our campus escalation matrix.

Problem Statement 2 (Prioritized): There is a need to improve our student persistence for both new and returning students. **Root Cause:** Our onboarding proved to have gaps in communication, family engagement, and investment. Also, our returning students and families missed our community involvement during and after school due to lack of

overcommunication.

Student Learning

Student Learning Summary

IDEA Frontier Academy achieved TEA “A” Campus rating. The cumulative STAAR SAS for the campus was a 57 for the 2021-2022 school year. Due to this, Domain 1 Student Achievement was at an 86 for a B. Domain 2 was a success with Academic Growth at a 97% and Relative Performance with a combined SAS of 57 for a score of 91, both achieving the A. Domain 3 came in at a 98 for an A. Our academic performance for the different student groups grew significantly. In 2019, we met less than 50% of the indicators while this year, we met 100% of indicators for all student groups in Domain 3. Our SPED population had the most significant gains and achieved an SAS of 41. All 6 distinctions eligible to elementary schools were achieved. In lower elementary, over 90% of students approached the math and reading final exams. Reading in Direct Instruction met district goals with an 87% on grade level for Pre-K to 1st and 2nd grade with a 92% on grade level.

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): Limited writing opportunities in reading for students to show their thinking and analysis of a text. **Root Cause:** Currently, 90% of the questions in our assessments are multiple choice. Teachers and administrators planned to assess student learning based in the multiple choice format not in multiple formats to allow the students the opportunity to write.

Problem Statement 2 (Prioritized): Limited focus on basic math fluency of addition and multiplication. **Root Cause:** Fluency journals are used to create multiplication and addition fact fluency and memory which was not consistent throughout all 1st - 5th grade students. There was no system for individual student tracking or progress benchmarks.

Problem Statement 3 (Prioritized): Our area of need in TELPAS is that less than 50% of EB's moved up a composite level in TELPAS. **Root Cause:** Teachers and administrators need to be trained in the pedagogy of the English language learners and the different proficiency levels to understand students' needs better and differentiate lesson delivery.

School Processes & Programs

School Processes & Programs Summary

Frontier Academy develops instructional leaders by having clear roles and responsibilities and opportunities to choose where they want to make an impact. We have team leaders that lead their grade levels, content leaders in Math, Science, Social Studies, and Reading, course leaders, mentors, hybrid leaders, and teacher advisory council members.

We have a weekly professional development meeting focusing on lesson rehearsal, script practices, and new content training. Our teachers are also biweekly engaged in district content webinars that assist them in becoming instructional leaders of their classrooms. Due to our high teacher retention, we individualize professional development.

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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Did not meet our 85% teacher retention goal. **Root Cause:** Teachers struggle to find work life balance.. Teachers have not been equipped with effective skills to be able to manage time and work load during a school day. Also, managers and instructional coaches do not prioritize respecting teacher planning time and bringing in the joy.

Problem Statement 2 (Prioritized): Instructional leaders are not clear about what their role is and how to execute duties. **Root Cause:** Administration does not have a clear vision, onboarding plan and PD scope and sequence to develop instructional leaders.

Perceptions

Perceptions Summary

At our school we teach the Move This World program in order to help our students become better citizens in and out of school. Through this program, we teach them how to avoid and reduce conflicts, how to talk things out with peers and simply learning different breathing techniques. This has helped our school have a stronger Team and Family among students.

Our Staff retention for 2021-2022 was 85% meeting goal. We have listening tours with our staff in order to hear thier concerns and assist with making our school a great place to work. Our teachers also take the "Great Places to Work" Survey and as a lead team we analyze the results and strategize on how to improve. Our participation rates are measured by the use of Stream as well as sign in sheets. Teachers follow up with parents by phone call who are pending to attend their meetings.

See PDF in Addendum for more information.

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is no system of accountability measures for parents who do not attend mandatory events such as Welcome to IDEA. **Root Cause:** The chronological order of events for new families is out of sequence. Welcome to IDEA is the commitment piece that should happen after testing and registration.

Problem Statement 2 (Prioritized): Our area of need is that there is a lack of community involvement in events in campus. **Root Cause:** Due to COVID, there was a decrease of events that could include members of the community in person as a result we have lost of our culture of community involvement. Now that COVID restrictions have been lifted we have not brought back our pre-covid community schedule of events.

Priority Problem Statements

Problem Statement 1: There is a need to increase Average Daily Attendance (ADA) in PK-5th grade because it has declined since 2019-2020.

Root Cause 1: Attendance dropped below the 97.5% mark because of COVID quarantine cases, parent fears, and anxiety of sending students to school. In addition, there was a gap of consistent systems of communication to follow up with our campus escalation matrix.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to improve our student persistence for both new and returning students.

Root Cause 2: Our onboarding proved to have gaps in communication, family engagement, and investment. Also, our returning students and families missed our community involvement during and after school due to lack of overcommunication.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Limited writing opportunities in reading for students to show their thinking and analysis of a text.

Root Cause 3: Currently, 90% of the questions in our assessments are multiple choice. Teachers and administrators planned to assess student learning based in the multiple choice format not in multiple formats to allow the students the opportunity to write.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Limited focus on basic math fluency of addition and multiplication.

Root Cause 4: Fluency journals are used to create multiplication and addition fact fluency and memory which was not consistent throughout all 1st - 5th grade students. There was no system for individual student tracking or progress benchmarks.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our area of need in TELPAS is that less than 50% of EB's moved up a composite level in TELPAS.

Root Cause 5: Teachers and administrators need to be trained in the pedagogy of the English language learners and the different proficiency levels to understand students' needs better and differentiate lesson delivery.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Instructional leaders are not clear about what their role is and how to execute duties.

Root Cause 6: Administration does not have a clear vision, onboarding plan and PD scope and sequence to develop instructional leaders.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Did not meet our 85% teacher retention goal.

Root Cause 7: Teachers struggle to find work life balance.. Teachers have not been equipped with effective skills to be able to manage time and work load during a school day. Also, managers and instructional coaches do not prioritize respecting teacher planning time and bringing in the joy.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: There is no system of accountability measures for parents who do not attend mandatory events such as Welcome to IDEA.

Root Cause 8: The chronological order of events for new families is out of sequence. Welcome to IDEA is the commitment piece that should happen after testing and registration.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Our area of need is that there is a lack of community involvement in events in campus.

Root Cause 9: Due to COVID, there was a decrease of events that could include members of the community in person as a result we have lost of our culture of community involvement. Now that COVID restrictions have been lifted we have not brought back our pre-covid community schedule of events.

Problem Statement 9 Areas: Perceptions

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

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

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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







Goals

Goal 1: Increase staff retention

Performance Objective 1: By August 2023, we will have retained 85% of our teachers.

High Priority

Evaluation Data Sources: First day of PD attendance
Internal school tracking system
Surveys

Strategy 1 Details	Reviews			
Strategy 1: Building managers will run monthly school team builders. Strategy's Expected Result/Impact: Increase teacher morale, deepen team relationships, and bring joy Staff Responsible for Monitoring: Sandra Pando: Building A Lydia Hernandez: Building B Astrid Borrego: Building H TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:







School Processes & Programs
Problem Statement 1: Did not meet our 85% teacher retention goal. Root Cause: Teachers struggle to find work life balance.. Teachers have not been equipped with effective skills to be able to manage time and work load during a school day. Also, managers and instructional coaches do not prioritize respecting teacher planning time and bringing in the joy.

Goal 1: Increase staff retention

Performance Objective 2: 85% of teachers agree or strongly agree that they were positively impacted by their corresponding teacher leaders by end of April.

Evaluation Data Sources: Mid year survey
End of year survey
Staff listening tours
Staff Development Cycle (Round 2)

Strategy 1 Details	Reviews			
Strategy 1: Create a teacher leader professional development scope and sequence that will focus on the development of their content and grade level teams. Strategy's Expected Result/Impact: Teacher Leader Retention Teacher Retention Increase student achievement through vertical and cross -content alignment Staff Responsible for Monitoring: Principal Assistant Principals Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Use Master Teacher to develop Welcome to IDEA and emerging teachers in GET 1 and 2 to impact student achievement. Strategy's Expected Result/Impact: Teacher retention of new teachers	Formative			Summative
	Oct	Jan	Mar	June

<p>Development of high performing teachers Development of Teacher Leader Impacted student achievement Will create safe student learning environment Staff Responsible for Monitoring: Master Teacher Manager</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1, 2 Funding Sources: Pre-Kinder Lead Teacher and Master Teacher - Federal Grant</p>				
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Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Did not meet our 85% teacher retention goal. Root Cause: Teachers struggle to find work life balance.. Teachers have not been equipped with effective skills to be able to manage time and work load during a school day. Also, managers and instructional coaches do not prioritize respecting teacher planning time and bringing in the joy.</p> <p>Problem Statement 2: Instructional leaders are not clear about what their role is and how to execute duties. Root Cause: Administration does not have a clear vision, onboarding plan and PD scope and sequence to develop instructional leaders.</p>

Goal 1: Increase staff retention

Performance Objective 3: By April 2023, 100% of vacancies will be filled with highly effective teachers.

Evaluation Data Sources: Staff Roster

Strategy 1 Details	Reviews			
Strategy 1: Promote district referral initiative Strategy's Expected Result/Impact: Current teachers refer highly effective teachers Staff Responsible for Monitoring: Principal Admin Assistant District Talent Recruiter TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Attend teacher recruitment events Strategy's Expected Result/Impact: Recruit highly effective teachers Staff Responsible for Monitoring: Principal Admin Assistant Assistant Principals District Talent Recruiters TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Did not meet our 85% teacher retention goal. Root Cause: Teachers struggle to find work life balance.. Teachers have not been equipped with effective skills to be able to manage time and work load during a school day. Also, managers and instructional coaches do not prioritize respecting teacher planning time and bringing in the joy.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 50% of our EB students will grow at least one composite level in TELPAS by April 2023.

High Priority



Evaluation Data Sources: Internal Assessment Tracking


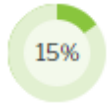




TELPAS

TELPAS Mock

RenStar Reading

Classroom Observations where students are practicing school wide EB strategies

Strategy 1 Details	Reviews			
Strategy 1: Teacher Professional development of EB strategies and ELPS Strategy's Expected Result/Impact: Growth in student academic performance Teacher knowledge of ELPS Staff Responsible for Monitoring: EB Campus Point Person Classroom Teachers Assistant Principals Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 3	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Reading co-teacher will work with Beginner and Intermediate EBs to develop all TELPAS domains. Strategy's Expected Result/Impact: EBs will grow at least 1 composite grade level EB student achievement	Formative			Summative
	Oct	Jan	Mar	June

<p>Staff Responsible for Monitoring: EB point person Co-Teacher Manager</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Reading Co-Teacher - Federal Grant</p>				
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Limited writing opportunities in reading for students to show their thinking and analysis of a text. Root Cause: Currently, 90% of the questions in our assessments are multiple choice. Teachers and administrators planned to assess student learning based in the multiple choice format not in multiple formats to allow the students the opportunity to write.</p> <p>Problem Statement 3: Our area of need in TELPAS is that less than 50% of EB's moved up a composite level in TELPAS. Root Cause: Teachers and administrators need to be trained in the pedagogy of the English language learners and the different proficiency levels to understand students' needs better and differentiate lesson delivery.</p>

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 50% of Special Education students will increase their instructional level by 30% in both reading and math.

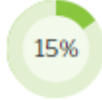







Evaluation Data Sources: Mock STAAR

RenStar

IA

Unit Exams

STAAR

Strategy 1 Details	Reviews			
Strategy 1: Special Education Teachers will participate in individualized tutorials to close their specific gaps based on assessments Strategy's Expected Result/Impact: Student Achievement A Campus Rating 100% of IEP goals tracked and met HB4545 requirements Staff Responsible for Monitoring: Math and Reading teachers SPED teachers Assistant Principals TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Special Education Teachers alongside Math and Reading teachers will track IEP student goals Strategy's Expected Result/Impact: IEP goals met Student Achievement A Campus Rating Staff Responsible for Monitoring: Math and Reading teachers SPED teachers Assistant Principals TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Limited writing opportunities in reading for students to show their thinking and analysis of a text. Root Cause: Currently, 90% of the questions in our assessments are multiple choice. Teachers and administrators planned to assess student learning based in the multiple choice format not in multiple formats to allow the students the opportunity to write.</p> <p>Problem Statement 2: Limited focus on basic math fluency of addition and multiplication. Root Cause: Fluency journals are used to create multiplication and addition fact fluency and memory which was not consistent throughout all 1st - 5th grade students. There was no system for individual student tracking or progress benchmarks.</p>

Goal 3: IDEA achieves an A rating

Performance Objective 1: 60% of 3rd-5th grade students will achieve at least meets in Math and Reading STAAR by May 2023

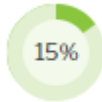
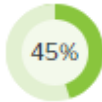
High Priority


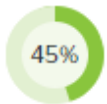




HB3 Goal

Evaluation Data Sources: Internal Exams

District Benchmarks

STAAR

Strategy 1 Details	Reviews			
Strategy 1: Use Locus dashboard to track Domains 1-3 for all 3rd-5th grade students in Reading and Math. Strategy's Expected Result/Impact: Student Achievement A Campus Staff Responsible for Monitoring: Math and Reading Teachers SPED Teachers Assistant Principals Content Coaches EB Point Person Teacher Leaders Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: 100% of students identified as below grade level in RenStar Math and Reading will participate in small group in-school or after school interventions to accelerate learning. Strategy's Expected Result/Impact: Student achievement A campus rating HB4545 Requirements RenStar Reading and Math Staff Responsible for Monitoring: Assistant Principal HB4545 Point Person Principal EB Point Person Math and Reading Teachers Homeroom Teachers Title I: 2.5 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2, 3		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:







Student Learning
Problem Statement 1: Limited writing opportunities in reading for students to show their thinking and analysis of a text. Root Cause: Currently, 90% of the questions in our assessments are multiple choice. Teachers and administrators planned to assess student learning based in the multiple choice format not in multiple formats to allow the students the opportunity to write.
Problem Statement 2: Limited focus on basic math fluency of addition and multiplication. Root Cause: Fluency journals are used to create multiplication and addition fact fluency and memory which was not consistent throughout all 1st - 5th grade students. There was no system for individual student tracking or progress benchmarks.
Problem Statement 3: Our area of need in TELPAS is that less than 50% of EB's moved up a composite level in TELPAS. Root Cause: Teachers and administrators need to be trained in the pedagogy of the English language learners and the different proficiency levels to understand students' needs better and differentiate lesson delivery.

Goal 4: Increase student daily attendance

Performance Objective 1: At the end of every quarter, ADA will be at or higher than 96%.

High Priority

Evaluation Data Sources: Daily Attendance Reports
Year to Date Reports

Strategy 1 Details		Reviews			
Strategy 1: Follow the Campus Attendance Plan Matrix of escalation. Strategy's Expected Result/Impact: ADA maintained at 96% or higher Staff Responsible for Monitoring: APO SIS Teacher Leads Homeroom Teachers Title I: 2.5 Problem Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:







Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance (ADA) in PK-5th grade because it has declined since 2019-2020. Root Cause: Attendance dropped below the 97.5% mark because of COVID quarantine cases, parent fears, and anxiety of sending students to school. In addition, there was a gap of consistent systems of communication to follow up with our campus escalation matrix.

Goal 5: Increase student persistence

Performance Objective 1: 100% of teachers will implement Move This World SEL curriculum in order to create awareness of violence prevention and intervention.

High Priority

Evaluation Data Sources: Discipline Reports
Move this World Reports

Strategy 1 Details	Reviews			
Strategy 1: Daily implementation of Move This World Curriculum. Strategy's Expected Result/Impact: Student's ability to self regulate (emotion and actions) Student achievement Decrease in student discipline referrals Safe Learning environment for all students Student Persistence Staff Responsible for Monitoring: School Counselor Title I: 2.5 Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to improve our student persistence for both new and returning students. Root Cause: Our onboarding proved to have gaps in communication, family engagement, and investment. Also, our returning students and families missed our community involvement during and after school due to lack of overcommunication.

Goal 5: Increase student persistence

Performance Objective 2: 75% of 1st-5th grade students will become P.E. ambassadors by meeting the participation in moderate to vigorous physical activity.

Evaluation Data Sources: Weekly reports of IMP
District Locus Dashboard

Strategy 1 Details	Reviews			
Strategy 1: P.E. Coach will follow vigorous activity district curriculum scope and sequence Strategy's Expected Result/Impact: Healthy Students ADA P.E. Ambassadors Staff Responsible for Monitoring: P.E. Coach Assistant Principal Problem Statements: Demographics 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase Average Daily Attendance (ADA) in PK-5th grade because it has declined since 2019-2020. Root Cause: Attendance dropped below the 97.5% mark because of COVID quarantine cases, parent fears, and anxiety of sending students to school. In addition, there was a gap of consistent systems of communication to follow up with our campus escalation matrix.
Problem Statement 2: There is a need to improve our student persistence for both new and returning students. Root Cause: Our onboarding proved to have gaps in communication, family engagement, and investment. Also, our returning students and families missed our community involvement during and after school due to lack of overcommunication.

Goal 5: Increase student persistence

Performance Objective 3: Frontier will host one event by quarter to promote family engagement.

Evaluation Data Sources: Family sign in sheets
Surveys

Strategy 1 Details	Reviews			
Strategy 1: Provide flexible meeting times for curriculum nights by grade level to engage families and increase student achievement. Strategy's Expected Result/Impact: Increase student achievement Increase family engagement Increase by one level in family engagement surveys Staff Responsible for Monitoring: Assistant Principal of Operations Assistant Principal of Instruction Principal Title I: 4.2 Problem Statements: Demographics 2 - Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Pre-Kinder and Kinder teacher will lead family engagement events for the high priority grade levels. Strategy's Expected Result/Impact: Increase student persistence ADA Parent engagement Staff Responsible for Monitoring: Pre-Kinder and Kinder Teacher Pre-Kinder and Kinder Team Leader Assistant Principals Problem Statements: Demographics 1, 2 - Perceptions 2 Funding Sources: Teachers - Federal Grant	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: There is a need to increase Average Daily Attendance (ADA) in PK-5th grade because it has declined since 2019-2020. **Root Cause:** Attendance dropped below the 97.5% mark because of COVID quarantine cases, parent fears, and anxiety of sending students to school. In addition, there was a gap of consistent systems of communication to follow up with our campus escalation matrix.

Problem Statement 2: There is a need to improve our student persistence for both new and returning students. **Root Cause:** Our onboarding proved to have gaps in communication, family engagement, and investment. Also, our returning students and families missed our community involvement during and after school due to lack of overcommunication.

Perceptions

Problem Statement 2: Our area of need is that there is a lack of community involvement in events in campus. **Root Cause:** Due to COVID, there was a decrease of events that could include members of the community in person as a result we have lost of our culture of community involvement. Now that COVID restrictions have been lifted we have not brought back our pre-covid community schedule of events.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	INTERVENTIONIST		1
	PRE-KINDER TEACHER		1
	PRE-KINDERGARTEN TEACHER		1
	PRE-KINDERGARTEN TEACHER		1
Cynthia Cuellar	Reading Co-Teacher	Title 1	1
Francisca Mendoza	Pre-Kinder Teacher	Title 1	1
Melissa Avila	Kinder Teacher	Title 1	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Pre-Kinder Lead Teacher and Master Teacher		\$0.00
2	1	2	Reading Co-Teacher		\$0.00
5	3	2	Teachers		\$0.00
Sub-Total					\$0.00

Addendums

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, 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>	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	Pending Math STAAR	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, Retention, & 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	Pending student persistence	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	

IDEA Frontier Academy
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%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/Material/Fiscal	Documentation	Formative Evaluation	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			
	Science, Social Studies, and Math Content Leaders		Staff	Content Coaches	8/8/2022-5/26/2023	\$5,000	Observations	Campus A Rating							
	Science, DI, and Math Teacher Managers		Staff	Content Coaches	8/8/2022-5/26/2024	\$8,000	Observations	Campus A Rating							
	Teacher Rewards System		Staff	Lead Team	8/8/2022-5/26/2023	\$500	Data Tracker	Teacher Surveys							
	Teacher Recognition System		Staff	Lead Team	8/8/2022-5/26/2023	\$500	Inventory List	Great Places to Work Survey, ELA, RenStar, Data							
	Pumpkin Fest		Community	Marisol Alejos	8/8/2022-5/26/2023	\$3,000	Inventory List	Great Places to Work Survey							
	Campuswide Handwriting Penmanship Initiative		All	Jasmin Aguilar	8/8/2022-5/26/2023	\$6,700	Testing Plans	SLL ratings							
	PreK Eureka		All	Jasmin Aguilar	8/8/2022-5/26/2023		Lesson Planning and observations	Campus A Rating							
	New Kids on the Block		All	Marisol Alejos	8/8/2022-5/26/2023		Teams Document	Behavioral Referrals, student surveys, persistence							
	Grade Level Team Meetings		All	Dora Cordova	8/8/2022-5/26/2023		Teams Document	GET, Great Places to Work Survey							
	After School Tutorials and Saturday School		All	Lydia Hernandez	8/8/2022-5/26/2023		Data Tracker, Lesson Planning	Great Places to Work Survey, ELA, Data							
	Royal Reader Celebrations		All	Lydia Hernandez	8/8/2022-5/26/2023		Data Tracking, Observations	GET, Great Places to Work Survey, Data							
	Math Genius Celebration		All	Lydia Hernandez	8/8/2022-5/26/2023		Data Tracking, Observations	GET, Great Places to Work Survey, Data							
	Content Meetings		All	Content Coaches and Content Leaders	8/8/2022-5/26/2023		Observations, Data tracking	Campus A Rating, Teacher Surveys							
	Move this World		All	Marisol Alejos	8/8/2022-5/26/2023		Observations	Parent/Student Survey							
	Art Curriculum		All	Lydia Hernandez	8/8/2022-5/26/2023	\$55,000	Data Tracking, Observations	GET, Great Places to Work Survey, Data							
	Knights Night and Princess Ball		Community	Marisol Alejos	8/8/2022-5/26/2023	\$500	Guest List	Parent/Student Survey							
	Spring Science Fair 1st - 5th		All	Astrid Borrego	8/8/2022-5/26/2023	\$1,000	Lesson Planning and observations	Campus A Rating							
	Fall History Fair 1st - 5th		All	Lydia Hernandez	8/8/2022-5/26/2023	\$1,000	Lesson Planning and observations	Campus A Rating							
	Earth Day		All	Astrid Borrego	8/8/2022-5/26/2023		Lesson Planning and observations	Campus A Rating							
	National Elementary Honor Society		All	Lydia Hernandez	8/8/2022-5/26/2024	\$1,000	Teams Document	Campus A Rating							

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

IDEA Frontier Academy

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%	99/93/ 82	92/70/40	90/50/30	51%	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	72	75	94	71%	Met		
% Meets	46	52	65				
% Masters	29	26	28				
% Student Achievement Average	49	51	62				
% Meet 2 year growth		93%	96%				

Data Source: CSI Academy

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

Reflections

Areas of Strength	Areas of Need
1. Vertical alignment for big concepts.	1. Lower grade levels alignemnt to TEKS through Eureka.
2. TEKS alignemnt through Eureka.	2. Writing opportunities through math.
3. Building prior knowledge to close foundational gaps and teach new concepts.	3. Push for basic math fluency of addition and multiplication.

IDEA Frontier Academy

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%	94%	60%	91%	19%	85%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4		
% Approaches	77	87	N/A			
% Meets	50	64				
% Masters	29	34				
SAS	52	62				
% Student Achievement Average	52	62				
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	62%					
% of CSI Passing STAAR						
% of SPED Passing STAAR						

Reflections	
Areas of Strength	Areas of Need
1. Exposure to a variety of genres in classroom instruction	1. More writing opportunities for reading/writing connections.
2. Student expectations for annotations with teacher feedback.	2. Emphasis on prior knowledge building for content knowledge.
3. Use of real world connections	3. More fluency practice.

IDEA Frontier Academy

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	NA	100/100/81	97/83/58	52/26/52	90/47/23	91/61/28

Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches	87	
% Meets	56	
% Masters	30	
% Student Achievement Average	58	

Reflections

Areas of Strength	Areas of Need
1. Vocabulary exposure	1. Multi questions using tables and graphs
2. Relevant labs	2. Writing through science
3. Dual coded questions	3. Vertical alignment

IDEA Frontier Academy

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	NA	100/98/94	100/98/90	95/86/95	81/56/36	77/47/19	92/74/48

Reflections

Areas of Strength	Areas of Need
1. Opportunities for guided writing through journals.	1. Independent content relevant writing.
2. A focus in building academic vocabulary.	2. Vertical alignment
3. Building social studies content through reading.	3. Opportunities for more discussions and content conversations.

IDEA Frontier Academy

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	149	174	186	185	Composite: 43%
% Intermediate	73	141	138	157	
% Advanced	146	156	96	105	
% Advanced High	131	28	79	52	

Reflections

Areas of Strength	Areas of Need
1. Active monitoring tool with TELPAS ratings.	1. Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words
2. Student use of academic vocabulary when responding in complete sentences during instruction.	2. Writing across content areas and use of rubrics to teach students to self assess.
3. TELPAS testing plan and testing environment for both writing and online test.	3. Teacher trained in pedagogy of english language learners.

IDEA Frontier Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	87%
% Instructional Support Retention	76%
% Teacher Retention	85%
% Campus Support Retention	86%
% SPED Teachers	66%
% State/National Certified Teachers	46%
% State Certified Leaders	N/A
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	10

Reflection	
Areas of Strength	Areas of Need
1. Interview process stramlined with clear non negotiables Selecting candiadates to invertview goes through a checklist of non negotaiobles	1. Lack of promotion/leadership opportunities for coteachers and teachers.
2. A strong onboarding plan by instructional coaches.	2. COVID impacted mental health and work life balance.
3. Campus culture creates a sense of team and family that helps new men	3. Not a good fit with IDEA instructional culture.

IDEA Frontier Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.16%
% Overall Persistence	
% New Student Persistence	
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	4.87%
% ELL	71.13%
% Eco Dis	95%
% Migrant	0.24%
% Race: American-Indian- Alaska-Native	0%
% Asian	0%
% White-Hispanic	98.78%
% Multi	0%
% Black-African-American	0.12%
% Native-Hawaiian-Pacific- Islander	0%
% White	1.10%
% Male	51.89%
% Female	48.11%

Data Source: School Culture and Climate

Reflections	
Areas of Strength	Areas of Need
1. Teacher led celebrations for students.	parent fears and anxiety about sending kids to school although cases were low.
2. Visual trackers for students to motivate students.	2. Inconsistent system for chronic absentism not related to COVID.
3. Strong student-teacher relationships fostered by one-on-one conferencing and immediate student feedback.	3. New Student Persistence was low possible reasons half day prek, parent onboarding, and high academic expectations.

IDEA Frontier Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	58%
% Families Attended Curriculum Night	12%
% Families Who Attended EOY Ceremonies	92%
% 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. Different modes of communication for different events including facebook, class dojo, and remind.	1. Accountability measures for parents who do not attend mandatory events.
2. Multiple stakeholders in events.	2. Curriculum night communication earlier and more frequent with rationale.
3. Events planned out in advanced and included in parent monthly calendar	3. Increase parent involvement through different committees.

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, 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>	Complete		Action Required	
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IDEA Frontier Academy
2022-23 Student Achievement Improvement Plan
ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
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IDEA Frontier Academy
2022-23 Student Achievement Improvement Plan
ACADEMY

	Royal Reader Celebrations		All	Lydia Hernandez	8/8/2022-5/26/2023	\$2,500	Data Tracking, Observations	GET, Great Places to Work Survey, Data
	Math Genius Celebration		All	Lydia Hernandez	8/8/2022-5/26/2023	\$2,500	Data Tracking, Observations	GET, Great Places to Work Survey, Data
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	Earth Day		All	Astrid Borrego	8/8/2022-5/26/2023	\$1,000	Lesson Planning and observations	Campus A Rating
	National Elementary Honor Society		All	Lydia Hernandez	8/8/2022-5/26/2024	\$1,000	Teams Document	Campus A Rating

[illegible]

Annual Performance Objectives (APO)

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- 2C. New Student Persistence: 90%
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Needs Assessment

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D-DIBELS
E-EOC
A-ACT
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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

IDEA Frontier Academy

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%	99/93/ 82	92/70/40	90/50/30	51%	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	72	75	94	71%	Met	
% Meets	46	52	65			
% Masters	29	26	28			
% Student Achievement Average	49	51	62			
% Meet 2 year growth		93%	96%			

Data Source: CSI Academy

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

Reflections

Areas of Strength	Areas of Need
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<p>1. Vertical alignment for big concepts in 3rd - 5th through the use of weekly content meeting to align processes such as two to three digit addition, subtraction, fractions, and multiplication, etc.</p>	<p>1. We need to train teachers to have a deeper understanding of math pedagogy so that they can be able to raise the rigor of questioning to help students align to upper grade levels assessments and TEKS instruction.</p> <p>Our curriculum strict structure does not provide opportunities for teachers with limited pedagogy to manipulate student practice and to align to TEKS.</p> <p>Strategy to correct: through the use of weekly content meeting and lead4ward trainings, we will ensure teachers gain pedagogy.</p>
<p>2. TEKS alignment through Eureka with a consistent use of lesson planning and check lists from teachers and leaders for objective alignment to standards.</p>	<p>2. Writing opportunities through math. Writing was only used through the W (write) in RDW (Read, Draw, Write). In order to create well rounded students, math needs to include more writing opportunities during class.</p>
<p>3. Building prior knowledge to close foundational gaps and teach new concepts with the use of knowledge organizers and individual anchor charts to access processes and vocabulary.</p>	<p>3. Limited focus on basic math fluency of addition and multiplication. Fluency journals are used to create multiplication and addition fact fluency and memory which was not consistent throughout all 1st - 5th grade students. There was no system for individual student tracking or progress benchmarks.</p>

IDEA Frontier Academy

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%	94%	60%	91%	19%	85%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4		
% Approaches	77	87	N/A			
% Meets	50	64				
% Masters	29	34				
SAS	52	62				
% Student Achievement Average	52	62				
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	62%					
% of CSI Passing STAAR						
% of SPED Passing STAAR						

Reflections	
Areas of Strength	Areas of Need
1. Exposure to a varitey of genres in classroom instruction. With a montly calendar to a use a variety of genres to teach TEKS skills in combination with Wit and Wisdom. Students used specific set genre thinking jobs or question to analyze a text.	1. Limited writing opportunities in reading for students to show their thinking and analysis of a text. Due to instructional practice and assessments being more than 90% of the time multiple choice, this was the only form that teachers and administrators planned to assess student learning.

<p>2. Student expectations for annotations with teacher feedback. Every 2nd-5th Reading teacher aligned their annotation expectations to build rigor as students moved in grade. Annotations were used with every passage or assignment, teachers used an active monitoring tool to provide feedback to students.</p>	<p>2. Lack of background content knowledge impacted student comprehension of texts. Instructional team provided vertical alignment, but missed opportunities for cross-content connections to build content knowledge for teachers and to apply in instruction.</p>
<p>3. Use of real world connections with the consistent use of artifacts, home projects, and visuals. Teachers also used the annotations for students to find a personal connection with the text..</p>	<p>level. Due to distance learning and covid impacting, student access to fluency practice with accuracy. This led to students being more than a year behind in reading fluency, making the gap in reading more difficult to close as students moved up in grade levels.</p>

IDEA Frontier Academy

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	NA	100/100/81	97/83/58	52/26/52	90/47/23	91/61/28

Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches	87	
% Meets	56	
% Masters	30	
% Student Achievement Average	58	

Reflections

Areas of Strength	Areas of Need
1. Through the use of the frayer model and anchor charts students learned a variety of academic vocabulary words in science.	1. Inconsistent use of writing to justify and explain student thinking in the content. There is a lack of knowledge in instructional team in how to use science journals to have students write through science to show their thinking.
2. In every grade level teachers implemented science labs every week to provide hands on opporutunities for students. This led to a higher understanding of how science is appied in real life.	2. Vertical alignment in scaffolding the content to build on mastery from year to year. Due to teachers needing training on how the content differs and connects as students move from grade level to grade level.

IDEA Frontier Academy

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	NA	100/98/94	100/98/90	95/86/95	81/56/36	77/47/19	92/74/48

Reflections

Areas of Strength	Areas of Need
1. Teachers created more opportunities for guided writing through interactive journals. Lower elementary students were able to copy sentences while upper elementary were able to write from phrase banks.	1. Students in 1st - 5th need more opportunities to independently write grammatically correct paragraphs with content relevant topics
2. Word walls and vocabulary lists were a big focus to provide students with prior knowledge to new concepts. There was a big focus in building academic vocabulary.	2. As humanities is a new subject, there is a need for vertical alignment of interactive journals use, word walls, writing expectations, and social studies concepts.
3. Our social studies curriculum is embedded through fiction and non fiction story books. Social studies learning is built through outloud reading as a whole class.	3. A lesson planning focus for teachers to provide students with opportunities for more discussions and content conversations.

IDEA Frontier Academy

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	149	174	186	185	Composite: 43%
% Intermediate	73	141	138	157	
% Advanced	146	156	96	105	
% Advanced High	131	28	79	52	

Reflections

Areas of Strength	Areas of Need
1. Active monitoring tool with TELPAS ratings.	1. Students need to speak and write using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired.
2. Student use of academic vocabulary when responding in complete sentences during instruction.	2. Writing across content areas and use of rubrics to teach students to self assess.
3. TELPAS testing plan and testing environment for both writing and online test.	Our area of need in TELPAS is that less than 50% of EL moved up a composite level in TELPAS. Teachers need to be trained in the pedagogy of the English language learners and the different proficiency levels to understand students' needs better and differentiate lesson delivery.

IDEA Frontier Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	87%
% Instructional Support Retention	76%
% Teacher Retention	85%
% Campus Support Retention	86%
% SPED Teachers	66%
% State/National Certified Teachers	46%
% State Certified Leaders	N/A
% State/Board certified Counselors	50%
Number of teacher applicants per 2020-21 school year	10

Reflection	
Areas of Strength	Areas of Need
1. Interview process streamlined with clear non-negotiables The candidate selection for interviews goes through a checklist of non-negotiables.	1. Our area of need is retaining the teacher leaders we cultivate in our campus. This is caused by our high teacher and Administration team retention, there is a lack of promotion/leadership opportunities for co-teachers and teachers; pushing them to seek opportunities
2. All new teachers are welcomed with a strong onboarding plan led by instructional coaches. Onboarding plans are differentiated based on content, need, and experience.	Teachers feel overwhelmed as they try to balance teaching responsibilities, coaching development, and it impacts work-life balance. IDEA instructional culture is designed with a weekly coaching cycle that is highly focused on feedback and next steps with a quick turn around, with staff shortage and absences teachers may carry multiple duties out of their realm of responsibilities.

IDEA Frontier Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.16%
% Overall Persistence	
% New Student Persistence	
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	4.87%
% ELL	71.13%
% Eco Dis	95%
% Migrant	0.24%
% Race: American-Indian- Alaska-Native	0%
% Asian	0%
% White-Hispanic	98.78%
% Multi	0%
% Black-African-American	0.12%
% Native-Hawaiian-Pacific- Islander	0%
% White	1.10%
% Male	51.89%
% Female	48.11%

Data Source: School Culture and Climate

Reflections	
Areas of Strength	Areas of Need
1. Teacher led celebrations for students.	We have historically met our 97.5% ADA this past two years we failed to meet it. We ended the year at an ADA of 92% the lowest we have ever been. There is a need to increase Average Daily Attendance (ADA) in PK-5th grade because we saw a declined since 2019-2020 when we were faced with COVID.

<p>2. Visual trackers for students to motivate students.</p>	<p>2. There is a need to improve our student persistence for both new and returning students because for the first time we came close to not meeting our 90% goal. Our new student onboarding proved to have gaps in communication, family engagement, and investment. Also, our returning students and families missed our community involvement during and after school.</p>
<p>3. Strong student-teacher relationships forstered by one-on-one conferencing and immediate student feedback.</p>	

IDEA Frontier Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	58%
% Families Attended Curriculum Night	12%
% Families Who Attended EOY Ceremonies	92%
% 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. Multiple modes of communication are used when communicating with families. At Frontier, we use facebook, remind, and phone messages.	1. There is no system of accountability for parents who do not attend mandatory events. Welcome to IDEA. The chronological order of events for new families is out of sequence. Welcome to IDEA is the first event that should happen after testing and registration.
2. We have multiple stakeholders in events that are invested and have specific roles to make events successful.	2. Curriculum night communication earlier and more frequent with rationale of what information is needed and why it is important for parents.
3. All monthly events are planned out in advance before the school year begins. All the events are included in parent monthly calendar that is shared through facebook and our Parent Weekly.	3. Due to COVID, there was a decrease in community involvement. We could include members of the community in our events. As a result, we have lost our culture of community involvement. Our area of need is that there is a lack of involvement in events in campus.

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