IDEA Public Schools

Harlingen Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
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**

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 15, 2022

Demographics

Demographics Summary

IDEA Harlingen Academy was founed in Aug 2020 where it began to service the Harlingen community with Kinder, 1st, 2nd and 5th grade scholars. Last year 80% of our scholars were eco discadvantage. This year we are proud to say we met our enrollment goal and serve over 600 scholars in K-5th grade. We are proud to have a large community of lifeskill scholars in our RISE program.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of onboarding new students (expectations, rigor in academics, etc.) **Root Cause:** 1. Enrolling students prior to the first day of school doesn't allow us to correctly onboard them to the expectations of the campus. 2. Parents are unware of the IDEA culture, expectations and form of communication so they withdraw new students within the first semester.

Problem Statement 2 (Prioritized): Not meeting enrollment prior to the FWOS to ensure all students are onboarded in the summer. **Root Cause:** 1. We did not offer K-5th grade at our campus so when we found siblings they would rather enroll else where to keep all family together. 2. No clear plan for our enrollment coordinator to ensure we hit all communities surrounding Harlingen.

Student Learning

Student Learning Summary

We achieved a rating of A by TEA meeting the ELA, Math, Post-Secondary Readiness, and comparative closing the gaps distinctions. Traditionally a stand alone 3rd grade campus doesn't achieve these ratings. Our scholars exceeded the master and meets performance bands of the state and overall the IDEA district. We averaged 90% of our kindergarten scholars to be reading at or above their grade level.

Grade/Test	Entity	Approaches	Meets	Masters
3rd Reading	IDEA District	76%	50%	28%
	Texas	77%	52%	31%
	IDEA Harlingen	84%	62%	33%
3rd Math	IDEA District	68%	38%	17%
	Texas	70%	42%	21%
	IDEA Harlingen	85%	65%	33%

Student Learning Strengths

See PDF in addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Critical/SPED scholars are not achieving approaches in STAAR **Root Cause:** 1. Finding the right accommodations for our students that are EL or SPED. 2. Ensuring that teachers and students are using the accommodations throughout the days and during STAAR testing. 3. Curriculum is to advanced for our critical scholars.

Problem Statement 2 (Prioritized): Low % of growth on TELPAS to achieve Advanced High or growth of 1 composite score. **Root Cause:** 1. Teachers are not pushing all scholars to write/speak in complete sentences in all subjects. 2. Teachers are not aware of their scholars and accomodations.

School Processes & Programs

School Processes & Programs Summary

At our campus we develop leaders by coaching them through our School Leadership Levers. By following the school leadership lever 6A: Leading other Leaders we are able to follow up and prioritize our progress towards goals, provide 2-way feedback and accoutnability. We have operating mechanisms in place to ensure we follow up daily by having huddles, tacticals, strategy meetings, and stepbacks. We support the development of teachers by observing them each week, providing feedback and assigning an action step. We track student achievement data to make daily decisions.

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 reatins an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

See PDF Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Quality of applicants for roles were not as high quality and diverse as they could be. **Root Cause:** 1. We are only receiving 3 applications per role, majority of the time they do not get hired due to poor quality of interview or execution of sample teach. 2. We are only hiring those who are referred by teachers who are already working here or substitutes from Kokua.

Problem Statement 2 (Prioritized): SPED teachers are not being retained at IDEA **Root Cause:** 1. We do not provide behavior units so we have our SPED teachers support these students daily which can get exhausting. 2. There is a large amount of students on caseloads

Perceptions

Perceptions Summary

This year we have struggled with behavior incidents and being able to receive parent support. Mid year we created an excel sheet to help track scholars who had frequent behavior incidents to activate parent meetings and collobarte to effective solution. Our first year our teacher retention was at 72% and this past year we achieved 85% teacher retention. We conduct a listening tour to be able to receive feedback from our staff in the fall and implement feedback in the spring. One of the most effective strategies that came from listening tours was that of our school committees. These committees are lead by our grade team leaders and allow teachers to voice their opinions on student, staff and parent events. In our great places to work survey we averaged a 89% on people agree that this is a great place to work.

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): We are not able to retain over 90% of new to IDEA families. **Root Cause:** 1. We did not have a clear onboarding plan for those families who did not attend WTI/Meet The Teacher/ etc. 2. We do not provide door drop off by our school buses.

Problem Statement 2 (Prioritized): Low participation in family engagement events. **Root Cause:** 1. Due to COVID a lot of families do not want to participate in events that we are not able to require 100% of people to wear their masks. 2. Curbside events were not consistent.

Priority Problem Statements

Problem Statement 1: Lack of onboarding new students (expectations, rigor in academics, etc.)

Root Cause 1: 1. Enrolling students prior to the first day of school doesn't allow us to correctly onboard them to the expectations of the campus. 2. Parents are unaware of the IDEA culture, expectations and form of communication so they withdraw new students within the first semester.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Not meeting enrollment prior to the FWOS to ensure all students are onboarded in the summer.

Root Cause 2: 1. We did not offer K-5th grade at our campus so when we found siblings they would rather enroll else where to keep all family together. 2. No clear plan for our enrollment coordinator to ensure we hit all communities surrounding Harlingen.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Low % of growth on TELPAS to achieve Advanced High or growth of 1 composite score.

Root Cause 3: 1. Teachers are not pushing all scholars to write/speak in complete sentences in all subjects. 2. Teachers are not aware of their scholars and accomodations.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Critical/SPED scholars are not achieving approaches in STAAR

Root Cause 4: 1. Finding the right accommodations for our students that are EL or SPED. 2. Ensuring that teachers and students are using the accommodations throughout the days and during STAAR testing. 3. Curriculum is to advanced for our critical scholars.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Quality of applicants for roles were not as high quality and diverse as they could be.

Root Cause 5: 1. We are only receiving 3 applications per role, majority of the time they do not get hired due to poor quality of interview or execution of sample teach. 2. We are only hiring those who are referred by teachers who are already working here or substitutes from Kokua.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: SPED teachers are not being retained at IDEA

Root Cause 6: 1. We do not provide behavior units so we have our SPED teachers support these students daily which can get exhausting. 2. There is a large amount of students on caseloads

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: We are not able to retain over 90% of new to IDEA families.

Root Cause 7: 1. We did not have a clear onboarding plan for those families who did not attend WTI/Meet The Teacher/ etc. 2. We do not provide door drop off by our school buses.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Low participation in family engagement events.

Root Cause 8: 1. Due to COVID a lot of families do not want to participate in events that we are not able to require 100% of people to wear their masks. 2. Curbside events were not consistent.

Problem Statement 8 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

- 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
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

Goal 1: Increase staff retention

Performance Objective 1: 80% Great Place to Work Trust Index Survey Agreement for IDEA Texas employees for 22-23 school year

High Priority

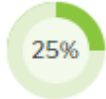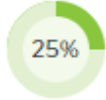**Evaluation Data Sources:** Great Place to Work annual survey administered by third party in January, 2023

Strategy 1 Details	Reviews			
Strategy 1: Comprehensive communication and tracking plans to ensure high completion rate.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure high completion rates that lead to broad stakeholder input	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Direct Managers, Assistant Principals of Instruction, Principal, Talent Management Team VP of Talent Management - Elise Gilbert **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning	25%			
Strategy 2 Details	**Reviews**			
Strategy 2: Data analysis and resources provided to managers to interpret and act on the survey results and include an action plan to end the year strong.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved employee engagement	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Direct Managers, Assistant Principals, Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning	25%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: Increase staff retention

Performance Objective 2: 100% of full time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews.

   High Priority

   Evaluation Data Sources: Cornerstone

Strategy 1 Details	Reviews			
Strategy 1: Communication regarding each staff development cycle is sent a month in advance of each cycle's start date. Timelines for monitoring: Goal Setting 9/6 - 10/14, 2x2 conversations 11/28-1/31, Annual Performance Reviews (APRs) 4/17-6/13 Formative evaluation includes benchmark progress on a weekly basis.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Completion and investment in staff development **Staff Responsible for Monitoring:** Assistant Principals of Instruction, Principal, Human Assets - Talent Development Team VP of Talent Management - Elise Gilbert **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning **Funding Sources:** - State Funding	25%			

Strategy 2 Details	Reviews			
Strategy 2: Training and support for managers to ensure completion effectively and with fidelity	**Formative**			**Summative**
Strategy's Expected Result/Impact: Effective execution of each Staff Development Cycle task	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Human Assets - Talent Development Team VP of Talent Management - Elise Gilbert **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	25%			

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

Goal 1: Increase staff retention

Performance Objective 3: 100% of staff complete IDEA's required Annual All Staff Training (AAST), including preventing sexual misconduct (staff to students and staff to staff), mandatory reporting of child abuse, McKinney-Vento identifying homeless students, internet security, campus emergency operations plan, overtime management, bloodborne pathogens & communicable diseases

High Priority

Evaluation Data Sources: Roadmap, IDEA's Learning Management System (LMS)
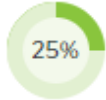
Strategy 1 Details	Reviews			
Strategy 1: Continuous improvement each year to ensure the most updated, relevant and required content is included: Timelines for monitoring: July 18th - August 26thFormative evaluation criteria: weekly progress monitoring during the annual window for completion.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Important information is included for employees to review and understand **Staff Responsible for Monitoring:** Direct Managers, Principal, Human Resources VP of Human Resources - Jessica Neyman **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	25%			

Strategy 2 Details	Reviews			
Strategy 2: Comprehensive communication plan and tracking to completion. Timelines for monitoring: weekly reminders to be sent during the first four weeks and daily reminders during the last 10school days of the window.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ensure all staff complete the required training and prepared for any emergency. **Staff Responsible for Monitoring:** Direct Managers, Assistant Principals, Principal, Human Resources team VP of Human Resources - Jessica Neyman **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	25%			

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

Goal 2: 100% first day of school enrollment

Performance Objective 1: Application ratio will be 3:1 for open grade levels (K,6th and 9th) by January 2023

    High Priority
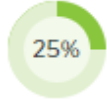
    Evaluation Data Sources: Stream

Strategy 1 Details	Reviews			
Strategy 1: Enrollment coordinators will spend 70% of their work schedule in the field recruiting	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase time in the field to increase application	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principal of Operations, Principal	25%			
Strategy 2 Details	**Reviews**			
Strategy 2: Create a sibling campaign on campus	**Formative**			**Summative**
Strategy's Expected Result/Impact: Enroll siblings at our campus to improve parent satisfaction	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Assistant Principal of Operations, Principal	25%			
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: 100% first day of school enrollment

Performance Objective 2: 90% of offers are accepted within 1 week of offer to begin onboarding the families

High Priority

Evaluation Data Sources: Stream

Strategy 1 Details		Reviews			
Strategy 1: Train and coach enrollment coordinators to achieve high quality apps		**Formative**			**Summative**
Strategy's Expected Result/Impact: High turn over app to acceptance **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal		**Oct**	**Jan**	**Mar**	**June**
		25%			
Strategy 2 Details		**Reviews**			
Strategy 2: Communicate lottery date to families		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase acceptance rate **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal		**Oct**	**Jan**	**Mar**	**June**
		10%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 2: 100% first day of school enrollment

Performance Objective 3: 90% of new students attend welcome to idea or summer culture camp

High Priority

Evaluation Data Sources: STREAM

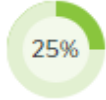| Strategy 1 Details	Reviews			
Strategy 1: Communication is tracked and attempted at least 3 times to families before event	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase participation **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**
	0%			
Strategy 2 Details	Reviews			
Strategy 2: Provide a one stop shop to allow parents to gather information on Transportation, Clubs, Cafeteria and Special Programs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase participation **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal	**Oct**	**Jan**	**Mar**	**June**
	15%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: IDEA achieves an A rating
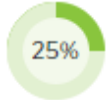
Performance Objective 1: Third-grade students performing at or above grade level in reading and math as measured by the Masters Grade Level Standard on STAAR will increase from 33% to 40% in Spring 2024.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, and Weekly Internal Data Analysis

Strategy 1 Details	Reviews			
Strategy 1: Ensure all teachers are delivering a strong, effective First Teach.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This strategy will ensure that all classroom teachers receive impactfulcoaching and development.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Principals of Instruction, Campus Principals, Vice Presidents ofSchools, Executive Directors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	25%			

Strategy 2 Details	Reviews			
Strategy 2: Implement appropriate, targeted skills-based learning pathways for intervention and acceleration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This strategy will close gaps for all students, including special populations	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Title I Interventionist, Assistant Principals of Instruction, Campus Principals, Vice Presidents of Schools, Executive Directors, **Title I:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	25%			

Strategy 3 Details	Reviews			
Strategy 3: Coach and develop all leaders and teachers in implementing effective first teach, intervention, and acceleration.	Formative			Summative
Strategy's Expected Result/Impact: Create an intense focus on sub-groups and individualized learningpathways for students.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Assistant Principals of Instruction, Campus Principals, Vice Presidents ofSchools, Executive Directors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	25%			
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue				

Goal 3: IDEA achieves an A rating

Performance Objective 2: 40% of 2nd-5th-grade students taking TELPAS assessments will maintain or increase a proficiency level.

High Priority

HB3 Goal

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, and Weekly Internal Data AnalysisStrategy 1 Details

Strategy 1 Details		Reviews			
Strategy 1: Targeted instruction with strategic seating.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide a blueprint for delivering impactful instruction for all students, especially priority, Domain III students.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals of Instruction, Campus Principals,Vice Presidents of Schools, Executive Directors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction		20%			

Strategy 2 Details		Reviews			
Strategy 2: Coach and develop all leaders and teachers in implementing learning opportunities for all emergent bilingual students focused on listening, speaking, reading, and writing.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: This strategy will increase emergent bilingual students' languageattainment to either maintain or increase proficiency. **Staff Responsible for Monitoring:** Classroom Teachers, Assistant Principals of Instruction, Campus Principals,Vice Presidents of Schools, Executive Directors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction		25%			

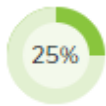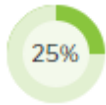|			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: IDEA achieves an A rating
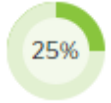
Performance Objective 3: All students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 43% to 50% in Spring 2024.

High Priority

HB3 Goal

Evaluation Data Sources: Bi-weekly exams, mock exams, daily exit tickets, STAAR Assessment data

Strategy 1 Details	Reviews			
Strategy 1: Ensure all teachers are delivering a strong, effective First Teach	**Formative**			**Summative**
Strategy's Expected Result/Impact: This strategy will ensure that all classroom teachers receive impactfulcoaching and development	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals of Instruction, Campus Principals,Vice Presidents of Schools, Executive Directors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	25%			

Strategy 2 Details	Reviews			
Strategy 2: Implement appropriate, targeted skills-based learning pathways for intervention and acceleration.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This strategy will close gaps for all students	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals of Instruction, Campus Principals,Vice Presidents of Schools, Executive Directors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	25%			

Strategy 3 Details	**Reviews**			
Strategy 3: Coach and develop all leaders and teachers in implementing effective coaching following the get better faster scope and sequence.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Create an intense focus on individualized learning pathways for teachers. **Staff Responsible for Monitoring:** Classroom Teachers, Assistant Principals of Instruction, Campus Principals,Vice Presidents of Schools, Executive Directors **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	25%			
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 4: Increase student daily attendance

Performance Objective 1: Reduce chronic absenteeism rate among student population from 30% (2021-2022 average) to 10% or less by the end of the 22-23 academic year.

    High Priority

    Evaluation Data Sources: ADA Dashboard, School Escalation Matrix
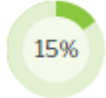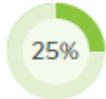
Strategy 1 Details	Reviews			
Strategy 1: Build data visibility and adult accountability through regular use of the Chronic Absenteeism report on the ADA dashboard to facilitate conversations and interventions around learning loss.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: School-wide awareness of current chronic absenteeism
   Staff Responsible for Monitoring: Assistant Principal of Operations, Principal,
 	
   TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
	25%			

Strategy 2 Details	Reviews			
Strategy 2: Leverage district approved ADA Escalation Matrix at every school to ensure structured accountability for students missing multiple days of instruction.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Increased communication and engagement with families of frequently absent scholars to change trajectory early in the process.
   Staff Responsible for Monitoring: Assistant Principal of Operations, Principal
 	
   TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
	25%			

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

Goal 4: Increase student daily attendance

Performance Objective 2: Achieve a 97% annual attendance rate by the last day of school for IDEA Harlingen Academy

    High Priority

    Evaluation Data Sources: ADA Dashboard
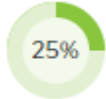
Strategy 1 Details	Reviews			
Strategy 1: Leverage broad access to technology through district 1-to-1 program ensuring a device for every student and integrating into daily lessons for differentiated instruction, enrichment, and after-school access.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Improved engagement from scholars and differentiated supports forcritical student intervention. **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	15%			
Strategy 2 Details	**Reviews**			
Strategy 2: Build shared investment and accountability between operational and instructional leaders to ensure every aspect of family engagement recognizes the instructional value of daily attendance	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Operational and instructional leaders at schools, regions, and central office collaborate regularly on efforts to address missed attendance based on trends.
    Staff Responsible for Monitoring: Assistant Principal of Operations, Principal, Teachers,
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
	25%			

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

Goal 4: Increase student daily attendance

Performance Objective 3: IDEA Harlingen receives a score of proficient or higher on the campus safety scorecard for the 2022-2023 school year

High Priority

Evaluation Data Sources: Campus Safety Scorecard

Strategy 1 Details	Reviews			
Strategy 1: Campus execution of actions & recommendations identified on audit findings reports in quarters 2 and 4.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve overall safety and security readiness **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal **ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Mar	June
	25%			

Strategy 2 Details	Reviews			
Strategy 2: Ensure staff is at all training and aware of communications on district school safety initiatives throughout the year (students, staff, and families).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve awareness, staff investment, and accountability for safetyinitiatives **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal **ESF Levers:** Lever 3: Positive School Culture	Oct	Jan	Mar	June
	20%			

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

Goal 5: Increase student persistence

Performance Objective 1: 80% NEW students will persist to attend IDEA Harlingen Academy by 10th day of 23-24 SY

    High Priority

    Evaluation Data Sources: Persistence dashboard (sourced from PowerSchool)
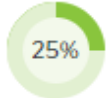
Strategy 1 Details	Reviews			
Strategy 1: Provide onboarding opportunities for new families to IDEA to learn about culture, instruction and expectations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased knowledge and ability to engage with new families	**Oct**	**Jan**	**Mar**	**June**
TEA Priorities: Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	15%			

Strategy 2 Details	Reviews			
Strategy 2: Increased data visibility data, tracking and monitoring for new family onboarding throughout the school year through 10th day of school during the 23-34 SY	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus leaders will be able to identify new families and assess whether or not they are integrating new families effectively into the campus community and culture **Staff Responsible for Monitoring:** Assistant Principal of Operations, Principal, **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**
	25%			

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

Goal 5: Increase student persistence

Performance Objective 2: 80% student persist in Kindergarten within IDEA Harlingen Academy August 2022 - August 2023

High Priority

Evaluation Data Sources: Student Persistence Dashboard (source: Powerschool)
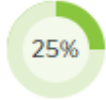
Strategy 1 Details		Reviews			
Strategy 1: Provide onboarding opportunities for new families to IDEA to learn about culture, instruction and expectations.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased knowledge and ability to engage with new families		Oct	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, Assistant Principals, Principal, **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture		30%			

Strategy 2 Details		Reviews			
Strategy 2: Increase parent engagement activities in Kindergarten		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased knowledge and ability to engage with new families so they feel connected		Oct	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, Assistant Principals, Principal, **ESF Levers:** Lever 3: Positive School Culture		25%			

Strategy 3 Details		Reviews			
Strategy 3: Implement wonderful Wednesday calls so teachers can provide positive outreach weekly		**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents feel they made the right choice sending their students to IDEA Harlingen		Oct	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, Assistant Principals, Principal, **ESF Levers:** Lever 3: Positive School Culture		35%			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 5: Increase student persistence

Performance Objective 3: Increase student support in SEL competencies and mental health through our district wide counseling program and vision, prioritizing our positive behavior support interventions and our students in special programs, including students with special needs, English Learners, and students who have a 504 plan

High Priority

Evaluation Data Sources: Student Persistence Dashboard, Leaver Reasons (source data: PowerSchool), Move This World lesson completion reports, and Mission Lists

Strategy 1 Details		Reviews			
Strategy 1: Implementation of a common SEL program, Move this World, across all schools		**Formative**			**Summative**
Strategy's Expected Result/Impact: Achieve 4.7/5.0 rating on Student Survey statement in Spring 2023: "Ifeel safe at school."		Oct	Jan	Mar	June
Staff Responsible for Monitoring: School Counselor **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		30%			

Strategy 2 Details		Reviews			
Strategy 2: Ensure all schools complete requirements of bullying prevention program and safe touch programs annually		**Formative**			**Summative**
Strategy's Expected Result/Impact: Achieve 4/7/5.0 rating on Student Survey statement in Spring 2023: "Ifeel safe at school."		Oct	Jan	Mar	June
Staff Responsible for Monitoring: School Counselor **ESF Levers:** Lever 3: Positive School Culture		25%			

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

Goal 5: Increase student persistence

Performance Objective 4: Each student in 2nd-5th grade will earn "Fitness Ambassador Status"; by the last day of school academy. Fitness Ambassador earned by tracking 1,200 MVPA Minutes

    Evaluation Data Sources: IHT Data Reports

Title I Personnel

Name	Position	Program	FTE
Arlene Magallanes	Interventionist	Critical Student Intervention (CSI)	1

Campus Funding Summary

State Funding					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	67%	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 2020-2021 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2021 and no later than January 31, 2022.	Pending		Pending	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2021 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2020-2021 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
		Comprehensive Needs Assessment 2021 Math		Complete		Complete	
		Comprehensive Needs Assessment 2021 Science		Complete		Complete	
		Comprehensive Needs Assessment 2021 Humanities		Complete		Complete	
	State TELPAS Report	Comprehensive Needs Assessment 2021 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Pending	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2020-2021 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2020-2021 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2020-2021 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. Finalized data in this section should be pulled prior to July 23, 2021. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Pending	
	Campus Academic Counselor Tracking Systems	2021 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Complete	

IDEA Harlingen
2020-21 Student Achievement Improvement Plan
ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
	Implement and align district Reading Curriculum by TEKS unpacking & aligned supplemental materials. Lead4ward training and resources	S	ALL	Elsa De Leon,	8/9-5/26	Resources and materials- Eg. STAAR Master, materials for DMR trainings, Lead4ward resources, Software and hard copies (STAAR aligned resources)	Observations, Teachboost, SWAM (student work analysis meetings), data conversations, Progress towards goals meetings, Observation and follow up teacher meetings, Lesson plan feedback	End of Unit assessments, Final exams and STAAR
	Implement and align district Math Curriculum by TEKS unpacking & aligned supplemental materials. Lead4ward training and resources	S / ST	ALL	Jennifer Tamez	8/9-5/27	Resources and materials- Eg. STAAR Master, materials, Lead4ward resources, Software and hard copies (STAAR aligned resources)	Observations, Teachboost, SWAM (student work analysis meetings), data conversations, Progress towards goals meetings, Observation and follow up teacher meetings, Lesson plan feedback	End of Unit assessments, Final exams and STAAR
	Implement and align district writing curriculum by TEKS unpacking & aligned supplemental materials. Lead4ward training and resources	S	ALL	Elsa De Leon,	8/9-5/29	Resources and materials- Eg. STAAR Master, Lead4ward resources, Software and hard copies (STAAR aligned resources) Lowman Training (consultant services)	Observations, Teachboost, SWAM (student work analysis meetings), data conversations, Progress towards goals meetings, Observation and follow up teacher meetings, Lesson plan feedback	End of Unit assessments, Final exams and STAAR
	Monthly Engagement Events/ Student Persistence	DR	ALL	Monika Longoria	8/9-5/29		Peristence PTG, Discipline reports, Classroom to office referrals, Teacher/Parent communication logs, Parent survey	Panorma Survey for students and parents, Student Persistence Benchmark Goals

IDEA Harlingen
2020-21 Student Achievement Improvement Plan
ACADEMY

	Culture of Achievement	O	ALL	Lead Team	8/9-5/30	Professional Development materials	Quarterly PTG meetings, Student Achievement Data, ADA	EOY student achievement data
	Student Culture - Behavior / SEL	O	All	Monika Longoria	8/9-5/31	ADA Educational Workshops for Parents, ADA challenges, ADA competitions and incentives, ADA recognitions, Project Respect, Resourses for student Morning Announcements, House system resources and materials	Quarterly PTG meetings, ADA, Classroom/ Office # of referrals, parent surveys	YTD ADA, EOY Persistence
	Student Clubs			Vacant	8/9-5/31	Materials for activities and clubs, software/programing	Attendance Benchmark Goals	Panorma Survey for students and parents, Student Persistence Benchmark Goals

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are **BOTH** Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			

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 Objective

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: 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. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 80% | 80% | 80%

1G. % of 2nd Students End The Year On/Above Grade Level in Reading (Year 2+ Campuses): 90%

1H. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1I. Average ACT score (Class of 2020, September 2019): 21

1J. % 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

2B. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 48,817

2C. Student Persistence: 90%

2D. Operating Income: $101M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 64,455

3C. Schools in operation in August 2020: 125

3D. Total Funds Raised (millions): $70M

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

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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	N/A	78%	62%	76%	14%	61%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					Yes	Yes

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4	STAAR Reading Grade 5	STAAR Reading Grade 4
% Approaches	N/A	N/A	N/A	N/A	80	N/A
% Meets	N/A	N/A	N/A	N/A	39	N/A
% Masters	N/A	N/A	N/A	N/A	10	N/A
SAS	N/A	N/A	N/A	N/A	43	N/A
% Student Achievement Average	N/A	N/A	N/A	N/A	43	N/A

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	50%
% of CSI Passing STAAR	50%
% of SPED Passing STAAR	50%

Reflections	
Areas of Strength	**Areas of Need**
1 Students were able to adapt or learn through virtual and in person platforms.	1. Stamina practice for students
2. Sped teacher supported with monitoring and extra at bats.	2. Students could use more practice with vocabulary.
3. Other grade level support was able to provide small group tutoring.	3. Finding the right accomodations for our students that are EL or SPED.

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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	N/A	98%	98%	90%	**55%**	30%
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	N/A	N/A	68%	5%	Met	
% Meets	N/A	N/A	38%			
% Masters	N/A	N/A	13%			
% Student Achievement Average	N/A	N/A	39			
% Meet 2 year growth	N/A	N/A				
Data Source: CSI Academy					
	Math AC CSI				
% CSI (EOY Ren.)	N/A				
% of CSI Passing STAAR	N/A				
% of SPED Passing STAAR	50%				

Reflections	
Areas of Strength	**Areas of Need**
1. PearDeck really allowed for teacher to see student work to provide feedback and ensure learning was occuring.	1. More practice with physical manipulatives.
2 Over 95% of students are active on Dreambox which allows for additional practice	2. Focus on fluency and basic alogrithm with our low scholars.
3. Math Teacher was in person and flexible to allow more small group tutoring.	3. Find ways to push for meets and masters students by differentiating instruction

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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		90%	90%	90%		
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	63%					
% Meets	20%					
% Masters	2%					
% Student Achievement Average	28					

Reflections	
Areas of Strength	**Areas of Need**
1. Alignment to TEKS and unpacking of the unit was executed	1. In person labs and real life connection to TEKS
2. Increase of at bats and practice for students	2. Implementation of science in K-2nd grade levels to build foundational skills
3. Misconceptions are highlighted throughout the lesson	3. Increasing the minutes of science in the schedule to allow for more practice and lab opportunities. (After school tutoring, science tutoring, etc.)

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	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	N/A	N/A	N/A	N/A	N/A	N/A

Reflections	
Areas of Strength	**Areas of Need**
1 N/A	1 N/A
2 N/A	2 N/A
3 N/A	3 N/A

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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	64	64	56	64	26
% Intermediate	20	16	24	16	
% Advanced	8	16	12	12	
% Advanced High	8	4	8	8	

Reflections	
Areas of Strength	**Areas of Need**
1 Students received EL accomodations consistently to support their STAAR Exams.	1. Parent support to ensure students are practicing English at home.
2. Students were able to access Imagine Learning to practice their listening and speaking skills.	2. Ensure that teachers are pushing writing in all contents.
3. Teachers were aware of EL students	3. Teachers and students know their goal and track towards

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	80%
% Teacher Retention	85%
% Campus Support Retention	87%
% SPED Teachers	14%
% State/National Certified Teachers	100%
% State Certified Leaders	0%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	45

Reflection	
Areas of Strength	**Areas of Need**
1. Coaching cycle was consistent to provide support for teachers and employees	1. Quality of applicants for roles were not as high quality and dviersed as they couldbe
2. Constantly revisiting non-negotiables	2. Co-teachers who came in with 0 experience in education were more likely to not be retained and leave mid year
3. Two way feedback implemented from the bottom up	3. In person training

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Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	98.46%
% Overall Persistence	92.11%
% New Student Persistence	92.11%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	4%
% ELL	27%
% Eco Dis	83.39%
% Migrant	
% Race: American-Indian-Alaska-Native	
% Asian	0%
% White-Hispanic	
% Multi	
% Black-African-American	1%
Native-Hawaiian-Pacific-Island	
% White	13%
% Male	52%
% Female	48%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Students enjoyed coming to school and the option of virtual/in person allowed for more flexibility.	1. Onboarding of new students (expectations, rigor in academics, etc.)
2. Strong ELL strategies implemented in the classroom	2. Meeting enrollment prior to the FWOS to ensure all students are onboarded in the summer.
3 SPED accomodations are executed and students showed significant growth throughout the year.	3 An additional SPED teacher for the # of SPED scholars

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Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	65%
% Families Attended Curriculum Night	15%
% Families Who Attended EOY Ceremonies	53%
% Families who attended Fall Festival	0%
% Families who attended Winter Festival	0%
% Families who attended Spring Festival	0%

Reflection	
Areas of Strength	**Areas of Need**
1. We had strong attendance to Virtual WTI. I believe we communicated strongly to onboard them through this event.	1. Recruitment and onboarding occured up to the second week of school. We did not have a clear onboarding plan for those families who did not attend WTI/Meet The Teacher/ etc.
2. We decided to have in-person ceremonies for students which was a great turn out event for parents to continue to invest them in our mission.	2. No afterschool or club activities were provided for students at IDEA Harlingen Academy.
3 We scored a 4.9/5 for the survey questioned asked "My child's school is preparing my child for college."- Via Panorama	3. Not consistent with curbside festivities