

IDEA Public Schools
Judson Academy
2022-2023 Campus Improvement Plan

Accountability Rating: A



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.

100% of all students going to college is not just a statement at IDEA Judson, it is a promise. IDEA Judson aims to be the highest performing school in IDEA Public Schools and the best education option for the families in the Converse community. We will motivate and challenge our scholars daily to ensure they are supported academically, emotionally, and socially. At our campus we will foster a joy of learning that will create a sense of belonging to our campus. At IDEA Judson we WILL deliver on our promise of 100% of scholars going to and through a four-year university.

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

Demographics

Demographics Summary

See PDF Addendum for more information

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Not able to onboard 100% of families to make them aware of the expectations for both scholars and families. **Root Cause:** Tracking operating mechanism was not in place during the 21-22 school to thoroughly track all families that attended an onboarding session.

Problem Statement 2 (Prioritized): Onboarding session was not differentiated to ensure we are hitting all of our demographics, specifically military. **Root Cause:** I did not modify the district onboarding session to meet the needs of our population.

Student Learning

Student Learning Summary

See PDF Addendum for more information

Student Learning Strengths

See PDF Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Focus of the year was to close the achievement gap as oppose to increasing rigor to increase the number of meets and master scholars. **Root Cause:** I did not have a clear coaching plan for teachers to efficiently close gaps.

Problem Statement 2 (Prioritized): Students need to build strength in their ability to write to explain across the content. **Root Cause:** Students are not writing in all classrooms.

Problem Statement 3 (Prioritized): Scholars need to be able to make the connection across the curriculum by more effectively using similar strategies in all of their courses. **Root Cause:** Teachers were not effectively planning together to ensure cross content alignment was strong.

Problem Statement 4: Need additional programs to assist with the speaking component to assist with our ELL learners **Root Cause:** Early intervention needs to take place to help with our ELL scholars. Additional resources will be purchased to assist during the 22-23 school year.

Problem Statement 5: Math curriculum needs to be enhanced by incorporating more rigorous TEKS based instruction. **Root Cause:** Last school year teachers mainly used one resource/curriculum.

School Processes & Programs

School Processes & Programs Summary

See Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers need to feel have designated time for team building with their team to create lasting partnerships and effectively impact our community together. **Root Cause:** Time last year was dedicated to closing achievement gaps as oppose to creating a strong partnership amongst teacher and the community.

Problem Statement 2 (Prioritized): Teachers need mental and emotional health checks, and access to a counselor monthly due to traumas and fears that are real in education. **Root Cause:** Admin conducting daily temp checks were not implemented during the 21-22 school year.

Perceptions

Perceptions Summary

See Addendum for more information

Perceptions Strengths

See Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): For academic engagement events, we need to increase the frequency of opportunities for families to come. **Root Cause:** We did not plan out monthly family engagement events at the beginning of the school year.

Problem Statement 2 (Prioritized): Traffic and lack of parking causes frustration for families when hosting campus-wide events. **Root Cause:** Strategy meeting with both campuses were not regularly scheduled to ensure the operations of events were efficient.

Problem Statement 3: We need to give more advanced notice for family engagement events to increase participation. **Root Cause:** In not publicizing events in the right timeframe, it decreased parent involvement.

Priority Problem Statements

Problem Statement 1: Not able to onboard 100% of families to make them aware of the expectations for both scholars and families.

Root Cause 1: Tracking operating mechanism was not in place during the 21-22 school to thoroughly track all families that attended an onboarding session.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students need to build strength in their ability to write to explain across the content.

Root Cause 2: Students are not writing in all classrooms.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Scholars need to be able to make the connection across the curriculum by more effectively using similar strategies in all of their courses.

Root Cause 3: Teachers were not effectively planning together to ensure cross content alignment was strong.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Focus of the year was to close the achievement gap as oppose to increasing rigor to increase the number of meets and master scholars.

Root Cause 4: I did not have a clear coaching plan for teachers to efficiently close gaps.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: For academic engagement events, we need to increase the frequency of opportunities for families to come.

Root Cause 5: We did not plan out monthly family engagement events at the beginning of the school year.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Traffic and lack of parking causes frustration for families when hosting campus-wide events.

Root Cause 6: Strategy meeting with both campuses were not regularly scheduled to ensure the operations of events were efficient.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Teachers need to feel have designated time for team building with their team to create lasting partnerships and effectively impact our community together.

Root Cause 7: Time last year was dedicated to closing achievement gaps as oppose to creating a strong partnership amongst teacher and the community.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Teachers need mental and emotional health checks, and access to a counselor monthly due to traumas and fears that are real in education.

Root Cause 8: Admin conducting daily temp checks were not implemented during the 21-22 school year.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Onboarding session was not differentiated to ensure we are hitting all of our demographics, specifically military.

Root Cause 9: I did not modify the district onboarding session to meet the needs of our population.

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Study of best practices







Goals

Goal 1: Increase staff retention

Performance Objective 1: 100% of instructional will be provided support and coaching on a weekly basis following our weekly coaching cycle.

High Priority

Evaluation Data Sources: 1) Weekly action step tracker to be reviewed during our instructional power meetings\
2) Utilize Teachboost to send teacher feedback







Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly joint instruction rounds with all leaders for both kinder-2nd and 3rd-5th grade</p> <p>Strategy's Expected Result/Impact: During our rounds, we will be able to norm of the highest leverage action step.</p> <p>Staff Responsible for Monitoring: All instruction administrators (assistant principals, SSA, and principal)</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
	 50%	 50%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase staff retention

Performance Objective 2: Increase teacher rapport and sense of belonging to campus with 95% of teachers

High Priority

- Evaluation Data Sources:** 1) Monthly staff surveys
 2) Great Places to Work Survey provided by district
 3) Weekly check-ins with all staff members







Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly teambuilding sessions with 100% of staff members</p> <p>Strategy's Expected Result/Impact: During this time, we will be able to engage with 100% of our staff members and build team and family outside of the campus. Events will also include family engagement events as well.</p> <p>Staff Responsible for Monitoring: "Sunshine Committee" (mixture of teachers and our Student Success Advisor)</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: All IDEA students matriculate to college

Performance Objective 1: Ensure 90% of scholars in Kinder-2nd are on grade level by the end of the school year.

High Priority

Evaluation Data Sources: 1. DI Online
2. Campus executive data tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: Script practice/lesson rehearsal to be held at minimum of 3 times a week.</p> <p>Strategy's Expected Result/Impact: Teacher will be fluent with lesson and will know how to provide intervention as needed.</p> <p>Staff Responsible for Monitoring: All k-2 instructional staff</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 3: IDEA achieves an A rating

Performance Objective 1: Ensure all contents in grade 3rd-5th hit 90/60/30 in reading and math on STAAR

High Priority

HB3 Goal

Evaluation Data Sources: All district/campus assessments
Daily exit ticker Tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: 1. Lesson alignment: teachers align curriculum to our TEKS on a daily basis. 2. Daily use of data tracking method to acquire student data (text feed w/OCS) 3. 90/30 mission meetings with all instructional staff to discuss the status of all Sped, 504, ELL, and RTI scholars.</p> <p>Strategy's Expected Result/Impact: Teacher will be able to implement data driven instruction on a daily basis. Staff Responsible for Monitoring: All instructional staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Patrick Garza -AR Facilitator - Federal Grant - \$33,311.52, Craig Grubbs- Hotspot Teacher - Federal Grant - \$34,404.48</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 3: IDEA achieves an A rating

Performance Objective 2: Daily data tracking with immediate remediation for all scholars and more specifically with our special population (special education, 504, ELL, and RTI).

High Priority

HB3 Goal

Evaluation Data Sources: 1. Daily exit ticker tracker
2. Domain 3 Tracker









Strategy 1 Details	Reviews			
<p>Strategy 1: 1. Daily use of data tracking method to acquire student data (text feed w/OCS) 2. Tracking of Domain 3 on all district assessments</p> <p>Strategy's Expected Result/Impact: Teacher will be able to implement a solution/intervention when scholars are not at mastery Staff Responsible for Monitoring: All instructional staff</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Increase student daily attendance

Performance Objective 1: Ensure data is visible and sent to all stakeholders daily.







High Priority

- Evaluation Data Sources:** 1. ADA email
2. Powerschool
3. ADA report on district website

Strategy 1 Details	Reviews			
<p>Strategy 1: 1. Share daily ADA report including PTG at GTL/Lead/Ops huddles 2. Verify Escalation Matrix fidelity during weekly check in with SIS and Principal</p> <p>Strategy's Expected Result/Impact: ADA will be higher than 97.5% and when data drops, solutions are being provided using our ADA Escalation Matrix</p> <p>Staff Responsible for Monitoring: Assistant Principal of Operations</p> <p>Title I: 2.5, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Invest 95% of student, staff, and families with the ADA process through incentives, communication, and monthly feedback/surveys.</p> <p>Strategy's Expected Result/Impact: Ensure that ADA is above 97.5% for the entirety of the school year.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Operations and SIS</p> <p>Title I: 2.5, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Increase student persistence







Performance Objective 1: Hold 100% of safety drills a month ahead of schedule

Strategy 1 Details	Reviews			
<p>Strategy 1: Calendar all safety drills with facility manager and assistant principal of operations during weekly check-in.</p> <p>Strategy's Expected Result/Impact: Scheduling all safety drill will ensure the drills are being conducted.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal of Operations, and Facility Manager</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Increase student persistence

Performance Objective 2: 90% of scholars receive 900MVPA minutes by end of school year

Evaluation Data Sources: 1. Daily PE tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure teacher has all the proper equipment to monitor student progress Strategy's Expected Result/Impact: Teacher is able to track data in real time using monitors and student tracker. Staff Responsible for Monitoring: PE teacher</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Craig Grubs	ILEARNING HOT SPOT FACILITATOR		1
Patrick Garza	AR ZONE FACILITATOR		1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Craig Grubbs- Hotspot Teacher		\$34,404.48
3	1	1	Patrick Garza -AR Facilitator		\$33,311.52
Sub-Total					\$67,716.00

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	100%	PTG	100%
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	<p>This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff.</p> <p>Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.</p>	Complete		Verified	
	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		Verified	
		Comprehensive Needs Assessment 2022 Math		Complete		Verified	
		Comprehensive Needs Assessment 2022 Science		Complete		Verified	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Verified	
	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		Verified	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	<p>Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff.</p> <p>Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Verified	
	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		Verified	
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		Verified		

Judson 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
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/Material/Fiscal	Documentation	Formative Evaluation
1I	Provide decoding intervention daily to students a year or more below grade level in Reading in 3rd-5th grade.	S	AR	3rd - 5th grade Reading Interventionists	8/8/22 - 5/26/23	Decoding Teacher Materials, Decoding student workbooks and textbooks	Decoding LPCs and STSs	STAAR
1I	Provide Literacy Intervention/Fundations to students below grade level in Reading from 1-2nd grades.	S	AR	SPED/Intervention Teachers	8/8/22 - 5/26/23	LLI Kits, Fundations Program	Reading Level Trackers,	RenStar
1I	Provide TEK-based intervention with 'IXL' in 3rd - 5th Grade students at low mastery on daily objectives.	S	AR	Math Interventionist	8/8/22 - 5/26/23	Math manipulatives, IXL program, Sirius	daily exit tickets, student trackers, BWAs	STAAR
1E	Align Wit & Wisdom English Language Arts curriculum to TEKS in 3rd-5th grade.	S	All	3rd-5th Reading Teachers	8/8/22 - 5/26/23	3-5 Wit & Wisdom English Language Arts curriculum and manipulatives	daily exit tickets, end of unit assessments, IA/BWA assessments	STAAR
1E	Align Being a Writer curriculum to TEKS in 3rd-4th grade.	S	All	3rd-4th Writing Teacher	8/8/22 - 5/26/23	3-4 Being a Writer curriculum, Fast Focus, and Motivation	daily exit tickets, end of unit assessments, IA assessments	STAAR
1E	Provide writing intervention to students in 3rd - 5th Grade.	S	AR	3rd - 5th grade Reading Interventionists	8/8/22 - 5/26/23	Writing Curriculum resources	Student work	STAAR
1E	Use Data from 2021-2022 to create individualized trackers	S	All	Intervention Teachers	8/8/22 - 5/26/23	Data trackers	Student trackers	STAAR/Blind Exams
1E	Provide after-school tutorials and Saturday School to students below grade level in Reading, Writing and Math in 3rd - 5th Grade beginning earlier.	S	AR	3rd - 5th Grade Teachers and Interventionists	8/8/22 - 5/26/23	Sirius Math, Motivation Math, Fast Focus	Lesson Plans, Student trackers	STAAR
1A	Celebrate Word Masters, Royal Readers, Math Masters & Genie Geniuses during Assemblies to build student investment.	RR	All	Administration, Teachers	8/8/22 - 5/26/23	Word Master, Royal Reader, Math Master and Genie Genius stickers	Student Word Count trackers, Dreambox & Reasoning Mind curriculum trackers	STAR Renaissance
1I	Provide TEK-based intervention to 3rd - 5th Grade students at low mastery on daily objectives.	S	AR	Math Interventionist	8/8/22 - 5/26/23	Math manipulatives, Motivational Math	daily exit tickets, student trackers, BWAs	STAAR
1E	Align Eureka Math curriculum to TEKS in 3rd-5th grade.	S	All	3rd-5th Math Teachers	8/8/22 - 5/26/23	3-5 Eureka Math curriculum and manipulatives, Sirius Math, Motivation	daily exit tickets, end of unit assessments, IA assessments	STAAR
1E	Provide after-school tutorials to push students to Masters Level in Reading, Science, and Math in 3rd-5th.	S	All	3rd-5th Teachers	8/8/22 - 5/26/23	3-5 Storyworks, Motivation, novel study	DI, LPCs and STSs	EOY Student DI Placements
1H	Coach 2nd grade teacher to align 2nd grade Eureka instruction with STAAR TEKS.	O	All	2nd-5th Teachers	8/8/22 - 5/26/23	Lead4ward, Motivation Math	assessment data	TEK exam at end of year

Judson Academy

2022-23 Student Achievement Improvement Plan

ACADEMY

1H	Give a Reading retest to all scholars in 1st and 2nd in August to get a more accurate placement	O	All	K-2 Teachers	8/8/22 - 5/26/23	DI Teacher Kits, DI student textbooks and workbooks	DI Test sheet	DI checkout
2D	Provide after-school tutorials to students below grade level in Reading Language, Math in K-5, beginning earlier.	D	AR	K-5 Teachers	8/8/22 - 5/26/23	DI Teacher Kits, DI student textbooks and workbooks/TEKs based intervention	DI LPCs and STSs/exit ticket data	EOY Student DI Placements/STAAR
1H	Recognize K-2 students that complete a Direct Instruction program during Grade level assembly on a more consistent basis.	O	All	K-2 Teachers	8/8/22 - 5/26/23	Hallway Holler stickers	DI LPCs and STSs	Dojo reports
2D	Provide quarterly Jammin Jag celebrations.	DR	All	Academic Counselor/GTLs	8/8/22 - 5/26/23	Art activity resources, inflatable rentals, speakers for music	Dojo online system	Dojo reports on LS
2D	Provide opportunities for weekly incentive coupons.	DR	All	Administration	8/8/22 - 5/26/23	miscellaneous materials for coupon activities	Dojo online system	Dojo reports on LS
2D	Revamp morning meeting plan for year focused on teaching IDEA 55 in a 10 minute span.	DR	All	Homeroom Teachers	8/8/22 - 5/26/23	Morning Meeting Curriculum	Morning Meeting Lesson Plans	Morning Meeting Observations
2D	Revise plan for Community Circle around 55 IDEA values.	DR	All	Academic Counselor	8/8/22 - 5/26/23	Stepback Reflection	Community Circle Plan	Community Circle Observation
2C	Follow up with Attendance issues early in year and target classrooms with lower attendance.	O	All	Administration	8/8/22 - 5/26/23	Attendance Matrix	Attendance records	Less Report Card Night Meetings
1I	Train Interventionist in DISE/Rosetta Stone program and implement program for 3rd-5th ELL students	S	ELL	Administration	8/8/22 - 5/26/23	DISE Materials/Rosetta Stone	LPCs	RenStar
2A	Implement Committees so teachers have a voice for feedback on academic, social, and behavior issues at Judson A.	O		Administration	8/8/22 - 5/26/23	Committee Protocol	Google Tracker	GPTW
2A	Introduce and follow through with Judson Non-negotiables so there is fairness in staff accountability.	O		Administration	8/8/22 - 5/26/23	Non-negotiable 1 pager	1 pager	GPTW
2A	Build Team and Family by having quarterly Potlucks, other Team building activities, and content committees.	O		Administration	8/8/22 - 5/26/23	Committees Suggestions	Teacher Weekly	GPTW

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

Judson 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	n/a	98	91	89	59%	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	83	68	85	63%	Met
% Meets	50	35	51		
% Masters	19	14	21		
% Student Achievement Average	51	39	52		
% Meet 2 year growth	NA	NA	NA		

Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	37%	
% of CSI Passing STAAR	68%	
% of SPED Passing STAAR	47%	

Reflections

Areas of Strength	Areas of Need
and made adjustments to the curriculum as needed.	1 Teachers need to plan into the curriculum ways to always include fact practices, drills, and quick hit quizzes.
2 Students engaged in discourse and discussion 3-4x weekly.	2 Teachers need to create a schedule and stronger plan of action to ensure Sped scholars & CSI scholars receive additional practice.
3 Teachers provided in the moment feedback to scholars on their strengths and areas for improvement.	3 Teachers need time to meet with any group that is not at mastery on a daily basis.

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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	95%	54%	94%	9%	91%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	STAAR Writing Grade 4
% Approaches	89	71	88	n/a
% Meets	61	50	64	n/a
% Masters	30	20	40	n/a
SAS	60	47	45	n/a
% Student Achievement Average	60	47	45	n/a

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI	
% CSI (EOY Ren.)	56%	
% of CSI Passing STAAR	54%	
% of SPED Passing STAAR	47%	

Reflections

Areas of Strength	Areas of Need
1 Strong fidelity to the curriculum and STAAR success lesson.	curriculum with the TEKS and the way they will be tested on the new STAAR.
2 Teachers engaged 80-90% of scholars each class period through turn and talks and discourse.	2 Students need to build strength in their ability to write to explain across the content.
reading. Which gave them practice in more challenging text.	curriculum by more effectively using similar strategies in all of their courses.

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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	n/a	98	95	97	91	86

Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches	85	
% Meets	56	
% Masters	21	
% Student Achievement Average	54	

Reflections

Areas of Strength	Areas of Need
1 Students were able to experience more hands on experiments with their lessons.	1 The teachers across the grade levels need time to plan for the gaps that may exist from one grade level to the next.
Science vocabulary and background knowledge based on previous gaps.	2 Students need to use background knowledge and vocab strategies to build their connection between content.
3 Scholars were expected to defend their answer and perspective through discourse and writing.	the most important information in the curriculum and focus on the more challenging TEKS more frequently throughout the

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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	99	98	96	75	86	100

Reflections

Areas of Strength	Areas of Need
1 The content allowed for scholars to have true interest in history and geographical regions.	1 Teachers have a lot of complex reading to engage children in, and need creative ways to build the scholars capacity.
and worked to internalize what the scholars truly needed to know.	2 Teachers need to be able to align the TEKS for the content with other contents to deepen the layers of understanding.
3 Scholars engaged in discussion, discourse and group projects together throughout the year.	experiences in History that allow them to better gain background knowledge.

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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	4%	12%	8%	8%	54%
% Intermediate	35%	46%	35%	34%	x
% Advanced	36%	31%	21%	30%	x
% Advanced High	55%	9%	34%	27%	x

Reflections

Areas of Strength	Areas of Need
1) ELL support is across all contents	1) Purchase additional programs to assist with the speaking component.
2) Strong emphasis on vocabulary development	2) Early interventions with Roseta Stone for scholars that have significant gaps in language.
3) Daily practice with listening, speaking, reading, and writing.	3) Additional tutoring for our struggling ELL scholars

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	81%
% Teacher Retention	81%
% Campus Support Retention	91%
% SPED Teachers	100%
% State/National Certified Teachers	75%
% State Certified Leaders	33%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	21

Reflection	
Areas of Strength	Areas of Need
1) Judson retained all Teachers and leaders throughout the school year until the last quarter of the year.	1) Teachers need to know how to balance powering off after 5 to refuel and refresh themselves.
2) 85% or more of staff at IDEA Judson plan to return.	2) Teachers need to feel have designated time for team building with their team to create lasting partnerships and effectively impact our community together.
3) Teacher and leader collaboration throughout the pandemic helped strengthen social emotional needs, and academic needs of our scholars.	3) Teachers need mental and emotional health checks, and access to a counselor monthly due to traumas and fears that are real in education.

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Comprehensive Needs Assessment	
ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	94%
% Overall Persistence	85%
% New Student Persistence	81%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	6.92%
% ELL	17.29%
% Eco Dis	69.31%
% Migrant	0
% Race: American-Indian- Alaska-Native	0
% Asian	1.73%
% White-Hispanic	63.83%
% Multi	1.87%
% Black-African-American	19.88%
% Native-Hawaiian-Pacific- Islander	0.43%
% White	12.25%
% Male	53.46%
% Female	46.54%

Data Source: School Culture and Climate

Reflections

Areas of Strength	Areas of Need
1 Judson remained above the Persistence goal up until the Christmas Holiday	1 Providing some onboarding for military families that helps them identify if our school will be the best fit based on their potential family relocation.
2 Every teacher and leader remained connected with families and remained consistent in responding quickly to potential leavers needs.	2 Development of a system that will assist with persistence losses now that there is a rolling enrollment, and scholars can end up enrolling at a challenging time of the year.

3 Our SSA continued to partner with the College Prep to minimize potential sibling hits as much as possible.

3 Parent partnership with teachers and leaders that help families feel a part of what is happening at the school now

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Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	45%
% Families Who Attended EOY Ceremonies	90%
% 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. There is strong participation for celebratory events hosted on campus.	1. Traffic and lack of parking causes frustration for families when hosting campus-wide events.
2. We had strong participation from parent volunteers	2. For academic engagement events, we need to increase the frequency of opportunities for families to come.
3. Feedback received from parents was positive overall from events hosted in person.	3. We need to give more advanced notice for family engagement events to increase participation.