

**IDEA Public Schools**  
**Kyle Academy**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: B**



**Board Approval Date:** October 21, 2022  
**Public Presentation Date:** August 16, 2022

# Mission Statement

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

## Vision

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

## Core Values

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

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

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# Comprehensive Needs Assessment

Revised/Approved: September 9, 2022

## Demographics

### Demographics Summary

IDEA Kyle Academy is an open enrollment tuition-free charter school. We offer kinder through 5th-grade instruction.

IDEA Kyle offers Special Education in all grade levels and Critical Student Intervention for scholars in 3-5th grade who are two or more years behind in reading.

See the addendum for more information.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Inconsistent communication between Teachers and Parents **Root Cause:** No accountability for teachers to communicate with parents.

**Problem Statement 2 (Prioritized):** Inconsistent ADA Matrix follow through. **Root Cause:** No accountability/ tracking system for following through.

# Student Learning

## Student Learning Strengths

See PDF in Addendum for more information.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students did not meet growth goals in Math **Root Cause:** Tracking started in April

**Problem Statement 2 (Prioritized):** EL students had little to no growth in TELPAS **Root Cause:** Teachers did not receive appropriate training around EL scholars.

# School Processes & Programs

## 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 were not recognized or celebrated when students made accomplishments. **Root Cause:** We did not prioritize teacher celebrations

**Problem Statement 2 (Prioritized):** Teachers were not invested in big goals **Root Cause:** Leadership team did not properly track teacher goals

# Priority Problem Statements

**Problem Statement 1:** Inconsistent communication between Teachers and Parents

**Root Cause 1:** No accountability for teachers to communicate with parents.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Inconsistent ADA Matrix follow through.

**Root Cause 2:** No accountability/ tracking system for following through.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Students did not meet growth goals in Math

**Root Cause 3:** Tracking started in April

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** EL students had little to no growth in TELPAS

**Root Cause 4:** Teachers did not receive appropriate training around EL scholars.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Teachers were not recognized or celebrated when students made accomplishments.

**Root Cause 5:** We did not prioritize teacher celebrations

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Teachers were not invested in big goals

**Root Cause 6:** Leadership team did not properly track teacher goals

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** We didn't have events for our families to feel part of our school

**Root Cause 7:** We lacked IN PERSON events.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Our families did not feel connected to our school

**Root Cause 8:** Lack of positive communication from teachers and leaders

**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

# Goals

**Goal 1:** Increase staff retention

**Performance Objective 1:** Provide teachers times where teachers can meet with me if they need to.

Strategy 1 Details		Reviews			
Strategy 1: Celebrate staff and create a culture of joy.		Formative			Summative
		Oct	Jan	Mar	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Goal 2:** 100% Student enrollment on FDOS

**Performance Objective 1:** Coach and develop my APO around recruitment.

Strategy 1 Details		Reviews			
Strategy 1: Have weekly check-ins with APO to go over our numbers.		Formative			Summative
		Oct	Jan	Mar	June
		<div><div></div>25%</div>	<div><div></div>50%</div>		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

Goal 3: IDEA achieves an A rating

Performance Objective 1: 90/60/30 in 3rd grade ELA and Math

HB3 Goal

Strategy 1 Details		Reviews			
Strategy 1: Track scholars daily on exit tickets and pride remediation/tutoring.		Formative			Summative
		Oct	Jan	Mar	June
		<div><div></div></div> 25%	<div><div></div></div> 50%		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					







Goal 3: IDEA achieves an A rating

Performance Objective 2: 82% of SPED populations will meet their growth goals.

Strategy 1 Details	Reviews			
Strategy 1: Talk to scholars about their goals and support with tracking.	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div></div> 25%	<div><div></div></div> 50%		
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Goal 4:** Increase student daily attendance

**Performance Objective 1:** Celebrate scholars who have perfect attendance and creat a culture of joy on campus.

Strategy 1 Details		Reviews			
Strategy 1: Work with APO nad SIS to create a plan to celebrate scholars through out the year.		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue







Goal 5: Increase student persistence

Performance Objective 1: Cstag prevention test and campus crisis team meeting.

Strategy 1 Details		Reviews			
Strategy 1: Monthly meetings with the campus crisis team.		Formative			Summative
		Oct	Jan	Mar	June
		<div><div></div>25%</div>	<div><div></div>50%</div>		
		<div><div></div>0% No Progress</div>	<div><div></div>100% Accomplished</div>	<div><div></div>Continue/Modify</div>	<div><div></div>Discontinue</div>

Goal 5: Increase student persistence

Performance Objective 2: 85% 1st -5th-grade scholars will become fitness ambassadors.

Strategy 1 Details	Reviews			
Strategy 1: Coach will track all scholars during PE class.	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



# Addendums

## Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG		0%	PTG		0%
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps		
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	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, 2022 and no later than January 31, 2023.	Pending		Action Required			
	Locus Dashboards: CSI, STARR, AP  CampusIB Reports  EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 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.	Pending		Action Required			
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required			
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required			
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required			
	State Telpas Report	Comprehensive Needs Assessment 2022 Telpas	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.  List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required			
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> 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 2021-2022 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.	Pending		Action Required			
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	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> .  List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required			
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required			

**Campus Name**

**2021-22 Student Achievement Improvement Plan**

**ACADEMY**

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1A	Individual academic plans in literacy will be developed for each student in need. These plans will be developed through collaboration with the grade level teams, the campus leaders and interventionists (RTI committee)	S	ALL	Teachers and API's	8.4.22-6.14.22	HUB, STAR Master, Think-Up, Dictionaries	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1A	Daily exit ticket data by Subpopulations	S	ALL	Teachers and API's	8.4.22-6.14.22	HUB, STAR Master, Think-Up, Dictionaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1A	Track Exit tickets	S	ALL	Teachers and API's	8.4.22-6.14.22	HUB, STAR Master, Think-Up, Dictionaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1A	Writing small group instruction	S	ALL	Teachers and API's	8.4.22-6.14.22	HUB, STAR Master, Stop Poor Handwriting	Bi-Weekly, Lesson Plans and Observations	STAAR, BWA, MM, EOM
1E	Early start on after school tutorials	S	ALL	Interventionist, API's Teachers	8.24.22-6.14.22	HUB, STAR Master, Think-Up, Dictionaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Intervention by based on student need	S	ALL	Interventionist, API's Teachers	8.24.22-6.14.22	HUB, STAR Master, Think-Up, Dictionaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1F	Homework is prescriptive and aligned to DI	O	ALL	Interventionist, API's Teachers, Nifdi	8.4.22-6.14.22	NIFDI Resources	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	PSS Report, DI Online, Benchmark
1F	Hands on resources aligned with DI	O	ALL	Interventionist, API's Teachers, Nifdi	8.4.22-6.14.22	NIFDI Resources	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	PSS Report, DI Online, Benchmark
1F	DI Data is used to identify students in need and provide intervention		ALL	Interventionist, API's Teachers,Nifdi	8.4.22-6.14.22	NIFDI Resources	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	PSS Report, DI Online, Benchmark
1E	Backwards planning is tracked throughout the year to	S	ALL	Interventionist, API's Teachers	8.4.22-6.14.22	HUB, STAR Master, Think-Up, Dictionaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM

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**2021-22 Student Achievement Improvement Plan**

**ACADEMY**

1E	Students are held accountable for their goals by using	S	ALL	Interventionist, API's Teachers	8.4.22- 6.14.22	HUB, STAR Master, Think- Up, Dictionaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM
1E	Offer after school tutoring and access to AR Zone for	S	ALL	Interventionist, API's Teachers	8.4.22- 6.14.22	HUB, STAR Master, Think- Up, Dictionaries,IXL	Lesson Plans, Observations, Student Content Trackers, Exit Ticket Trackers	STAAR, BWA, MM, EOM



Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%

## Annual Performance Objectives (APO)

### PRIORITY #1: Students Graduate College-Ready

- 1A. % of graduates who matriculate to a College or University: 100%
- 1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%
- 1C. % of Seniors accepted to a College or University: 100%
- 1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%
- 1E. Earned State Rating: A
- 1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%
- 1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%
- 1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score: 21
- 1L. % of students graduating college in 4 | 6 years: 25% | 55%

### PRIORITY #2: Build a Strong & Sustainable Organization

- 2A. % Teacher Retention | Employee Retention: 85% | 85%
- 2B. 80% composit score on GPTW: 82%
- 2B. %Average Daily Attendance: 97.50%
- 2C. New Student Persistence: 90%
- 2D. Operating Income: \$133M
- 2E. FIRST Rating: A

### PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2020: 83,894
- 3C. Schools in operation in August 2020: 149
- 3D. Total Funds Raised (millions): \$93M

## Needs Assessment

S-STAAR  
D-DIBELS  
E-EOC  
A-ACT  
RR-Reading Renaissance  
ST-STAR for Math  
DR-Discipline Report  
AP-AP Tests  
O-Other

## Special Populations

All  
AR-At Risk  
ELL-English Language Learners  
ED-Economically Disadvantaged  
M-Migrant  
SE-Special Education

## Campus Name

### Comprehensive Needs Assessment

#### ACADEMY

#### Data Sources: Eureka Math & Electives Academy

	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						

#### 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	67	59	63	47%	Not Met	
% Meets	31	21	27			
% Masters	15	6	11			
% Student Achievement Average	38	29	34			
% Meet 2 year growth	NA	NA	NA			

#### Data Source: CSI Academy

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

#### Reflections

Areas of Strength	Areas of Need
1	1
2	2
3	3



## Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	NA	71	38	90	87%	92%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Not Met	Met
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5th	STAAR Writing Grade 4		
% Approaches	86%	70	88	NA		
% Meets	45%	47	61	NA		
% Masters	19%	21	43	NA		
SAS	NA	NA	NA	NA		
% Student Achievement Average	48	46	64			
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	51%					
% of CSI Passing STAAR	53%					
% of SPED Passing STAAR	82%					

Reflections	
Areas of Strength	Areas of Need
1 CSI student met goal	1 Majority of the year 3-5th ELA was one of the lowest in the district
2 5th grade was one of the highest in the district	2 4th grade was my lowest performers in 3-5th
3 Major improvement from MOCK in march	3 Student work analysis meetings were not conducted until the second semester giving less opportunity for immediate reteach or

## Campus Name

### Comprehensive Needs Assessment

#### ACADEMY

#### Data Sources: Science Pk-2

	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students	NA	88	92	94	90	91

#### Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches	80	
% Meets	47	
% Masters	23	
% Student Achievement Average	50	

#### Reflections

Areas of Strength	Areas of Need
1 Student Engagement of Lesson Content; teachers created hands on activities for student learning.	1. Lessons must be aligned to the TEKs and vertically aligned to 5th grade.
2. Teacher created science club where students did science activities throughout the semester.	2. Teachers must be providing additional rigorous practice as only 50% of students were on grade level for 1st, 2nd, and 3rd grade.
3. Teacher celebrated science masters on EOY awards.	3 Small Groups of Instruction to close gaps did not occur during the school year. □

## Campus Name

### Comprehensive Needs Assessment

#### ACADEMY

#### Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	NA	100	100	100	78%	83%	85%

#### Reflections

Areas of Strength	Areas of Need
1 Have materials and resources available to support instruction.	1 Increase observations, coaching, and feedback needed to support teachers.
2 Students provided multiple opportunities to internalize content through partner work, projects, and other tasks.	2 Increase the level of questioning and critical thinking skills based on Blooms.
3 Teachers effectively internalized lesson plans during course collaborations.	3 Implement more strategies for ELs and Sped students to ensure all students are learning content.

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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	6%	20%	23%	19%	29%
% Intermediate	19%	34%	33%	47%	
% Advanced	41%	24%	22%	24%	
% Advanced High	34%	15%	18%	10%	

#### Reflections

Areas of Strength	Areas of Need
1 Many teachers are bilingual and are able give directions in multiply ways and include accomodations for EL students	1. Need additional support in writting for beginners.
2 Students had multiple opportunities for multicultural celebrations on campus and learning opportunities	2. Teachers must be aware of our ELs to provide consistent support with these scholars.
3 The majority of students grew the most listening	3. We had the lowest growth from Advanced level to Adva

## Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	90%
% Instructional Support Retention	82.14%
% Teacher Retention	84%
% Campus Support Retention	50%
% SPED Teachers	66%
% State/National Certified Teachers	83%
% State Certified Leaders	NA
% State/Board certified Counselors	NA
Number of teacher applicants per 2020-21 school year	1562

Reflection	
Areas of Strength	Areas of Need
1. Our lead Sped teachers returned this yr, this will allow for strong consistency in student support.	1. Due to inconsistent communication, teachers left the organization. We must improve our communication skills.
2. 100% of campus support are continuing with our campus next school year.	2. Many teachers included on their exit survey that they had left due to school culture. We must create an environment that has high expectations but also sees teachers as people first, then educators.
3. 4/4 teachers that were hired from January remained with us into the next school year. This means that the teachers that we onboarded since our start time, remained with us.	3. Investing teachers in big goals as well as celebrating them for their accomplishments.

## Campus Name

Comprehensive Needs Assessment <b>ACADEMY</b>	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	86.83%
% Overall Persistence	86.06%
% New Student Persistence	87%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	10%
% ELL	24%
% Eco Dis	61%
% Migrant	0%
% Race: American-Indian- Alaska-Native	0%
% Asian	1%
% White-Hispanic	73%
% Multi	0%
% Black-African-American	5%
% Native-Hawaiian-Pacific- Islander	0%
% White	18%
% Male	53%
% Female	47%

### Data Source: School Culture and Climate

#### Reflections

Areas of Strength	Areas of Need
1. Increase parental engement at the end of the semester. spring fest and EOY awards celebration.	1. Strong communicaiton amongst lead team so that onboarding plans can be stronger for new families.
2. 4th grade had the highest ADA in Academy at 88.79%	2 Incorporate ADA celebrations (follow-through)
3. Kinder had the highest persistence in K-3rd grade.	3. Improve communication between teachers and families, we

## Campus Name

Comprehensive Needs Assessment <b>ACADEMY</b>	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	76%
% Families Attended Curriculum Night	na
% Families Who Attended EOY Ceremonies	na
% Families who attended Fall Festival	na
% Families who attended Winter Festival	na
% Families who attended Spring Festival	na

Reflection	
Areas of Strength	Areas of Need
1. High parental engagement through out the year	1. Communication - using various forms Facebook Live (parents are given enough
2. High percentage on EOY celebrations	2. Monthly parent engagement events to build cohesive partnership.
3. Almost 80% of our families attended WTI in person. The remainder attended an asynchronous WTI.	3. Starting our PTO to promote support community.

, especially
. time to
promote a
within our