IDEA Public Schools

La Joya Academy

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

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.

Campus Pillars

I. Excellence: Be implacable with your work every day, always do your best and implement lessons learned from your setback and wins.

II. Empathy: Be committed to listening, be aware of your environment, respect everyone's beliefs and never judge.

III. Resiliency: Be committed to always push against adversity and don't allow any situation or problem hold you back from impacting your life and community.

Vision

VISION

At IDEA La Joya, we are committed to academically prepare scholars for college, and develop them to become productive, responsible, and compassionate

citizens. Every student's future will be cultivated by having high expectations for all stakeholders, and forge a strong trust relationship between teachers, parents, students and leaders to guarantee a successful path to and through college.

Former President Barack Obama said the best antipoverty program around is a world class education. Statistics show that only 22% of students in the Rio Grande Valley graduate from college. Statistics also show that only 85% of students graduate from High School in the La Joya area with only 22% of them graduating with a college degree. For the past 15 years, IDEA Public Schools has kept its promise of sending 100% of students to college with a 4 year degree graduation rate of 50%. These rates are significantly above the Rio Grande Valley and the Nation. At IDEA we are united by our shared belief that a College degree is our nation's best antipoverty solution, indeed, we believe in and have become witness to the power of education to transform lives and communities.

As the campus principal I know to be true that if the adults in the system get it right, students win. I have experienced how building nurturing relationships with students leads to confidence in them and how that can transform into a world of possibilities for our students. I believe that background does not equal destiny and that STRONGER TOGETHER, we can be the change our student need.

SCHOOL MOTTO

"Las Jabalinas unidas hasta terminar la universidad. Javelinas united to and through college."

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 14, 2022

Demographics

Demographics Summary

IDEA La Joya Academy is currently a year 2 campus. We opened our doors to the community on August 2021. We currently offer grades Kinder, 1st, 2nd and 3rd grade, serving a total of **379 students**. We currently have a total of 16 K-3rd grade teachers, 7 K-2nd co-teachers, 3 special education teachers, 5 support staff members and 2 reading intervention teachers. Our campus consists of 7 leadership team members including 1 principal, 3 assistant principals, 1 school counselor, 1 testing coordinator and 1 administrative asssistance. We have a total of **40 instructional staff** members. We serve the community of L**a Joya TX, Penitas, Mission, Sullivan and La Grulla.**

Our student demographics consits of **98% Hispanics and 2% White.** 54% of our student population are males and 45% females. **Our daily average attendance for the 2021-2022 school year was at a 90%**. Our campus had 0 administrative withdraws and 0 out of school suspensions. Our special program population conists of **9% special education students, 94% economically disadvantage students and 45% Emergent Bilingual students.** Our overall student persistance for the 21-22 school year was at a 90% and teacher retention ended at a 94%. Our teacher to student ratios are 25:1 in 1st to 3rd grade and 10:1 in Kindergarden.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase parent communication specifically regarding student progress to increase parent accountability towards students daily attendance. **Root Cause:** 1. Lack of planning academic progress meetings for all parents. 2. Lack of follow ups in teacher/parent contact logs.

Problem Statement 2 (Prioritized): There is a need to focus on student morning meetings routines to increase joy and social emotional well being for 100% of students. **Root Cause:** 1. Lack of a minute by minute campus wide routine with set expectations on what should take place from 7:25-8:00 am. 2. Lack of follow ups and feedback during morning meeting routines to ensure the following are being nurtured: a. student joy b. parent ADA communication c. Social Emotional lessons

Student Learning

Student Learning Summary

This school year we bagan with 13% of students on level in Reading and ended the year at **81% of students on level**. We were able to **grow a total of +68% on students reading levels.** In end of year blind assessments in grades K-2nd, we were able to average a **92/74/55 with an achievement score of a 74** putting our campus on the top 3 schools in the RGV on student academic achievement as per district bling assessments. 7**4% of our Emergent Bilingual students showed growth** or scored Advanced High in TELPAS state assessment. **100% of our Special Education students** met IEP goals and we were able to surpass our mainstream goal as per district guidelines. Our SPED students were also able to surpass the 25+ achievent score in end of year assessments.

Our campus did not get scored on any accountability domain ratings by the state as we did not serviced 3rd grade students this past year.

See PDF in Addendum for more information

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The percent of our 1st grade students reading on level is significantly lower than any other grade level. **Root Cause:** 1.Instruction to student and teacher gaps was not corrected immediately as learning gaps were taking place because we did not prioritize analyzing specific student and teacher gaps earlier in the school year. 2. Student independent centers were not aligned to student learning instructional gaps.

Problem Statement 2 (Prioritized): 52% of Emergent Bilingual students are at the Beginning level in Writing as per TELPAS reports. **Root Cause:** 1. Writing instruction was not prioritized as per our instructional plans because we did not have an inclusive Writing curriculum for students in K-2nd.

School Processes & Programs

School Processes & Programs Summary

Every campus instructional leader is developed following an individualized scope and sequence based on year of experience in the role and previous year proficiency ratings in our School Leadership Levers. Instructional leaders receive formal coaching on a weekly basis and work on the field is done together during campus mechanisms such as joined instructional rounds. Roles and responsibilities for each leader are established at the beginning of the year through a campus long year roadmap.

Professional development is established in a campus specific scope and sequence that is designed to address campus priorities established through our data points.

A weekly coaching cycle mechanism is established with 100% of teachers to ensure teacher receive coaching in the areas of lesson planning, instructional delivery, monitoring student learning and disecting student data. Coaching frequency is determined by student outcomes. Aside from frequence coaching interactions, teachers are coached on the spot as well though follow up weekly classroom rounds.

The programs that are established at our campus to support learning, a safe environment and highe expecations are: Reading intervention programs, Accelerated Reader elective program, Hot Spot Math Elective labs, Physical Education, Move this World Social Emotional program, campus wide culture rubric focused on student joy, culture of achievement and high expecations.

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): Our staff retention strategy is not comprehensive as has caused our campus to meet teacher retention targets but not co-teacher retention. **Root Cause:** 1. Staff work life balanced has not been prioritized to ensure staff stay in the same role. 2. Teachers & co-teachers have instructional, operational, social and other tasks that are added to their work load. This unrealistic to do lists does not allow our staff to fully enjoy their roles and plan to stay in their roles for a long time. The time invested at work is unsustainable.

Problem Statement 2 (Prioritized): Co-teacher retention ratio is significantly lower than teacher retention ratios. **Root Cause:** 1. Co-teachers did not have enough planning time to execute coaching expectations. 2. Co-teacher salary is significantly lower than teachers yet the lesson planning responsibilities and expectations are has high for co-teachers than

teachers. 3. Strong developmental plans that allow co-teachers to see their future goals attainable have not been clear towards co-teachers.

Perceptions

Perceptions Summary

Our overall staff retention rate for the 2021-2022 school year ended at 81%. Our teacher retention rate ended at 94%. Our co-teacher retention rate has been significantly higher than our teacher turn over rate. Our staff member's average absences for the school year is 3 absences. Survey results have indicated that our staff feels valued and appreciates the development provided by all instructional coaches. 93% of our staff members have agreed that IDEA La Joya Academy is a great place to work. Our lowest scored statement in our official campus survey was maintaining a work life balance at a 70%.

Our campus event participation has been significantly low for most parent events. 1/4 of our parents participate in cofee with principal events and parent professional development opportunities. High participation rates have occurred with events such as Winter Fesitval and EOY Awards Ceremonies. A main barrier on parent involvement in campus events is transportation, immigration status and working parents.

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): Less than 30% of families attended WTI or student progress meetings. **Root Cause:** 1. Campus did not planned and scheduled curriculum nights that aligned to student progress meetings. 2. Campus did not plan to align our campus curriculum nights and student progress nights to parent wants such as a student performance or family fun time.

Problem Statement 2 (Prioritized): Families that do not attend campus wide family and community involvement events are families with a high social economic need. **Root Cause:** 1. Our families are in need of transportation to get to campus for community campus events. 2. We have not invested our parents in our campus culture of high achievement by stamping clear expectations.

Priority Problem Statements

Problem Statement 1: There is a need to increase parent communication specifically regarding student progress to increase parent accountability towards students daily attendance.

Root Cause 1: 1. Lack of planning academic progress meetings for all parents. 2. Lack of follow ups in teacher/parent contact logs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to focus on student morning meetings routines to increase joy and social emotional well being for 100% of students.

Root Cause 2: 1. Lack of a minute by minute campus wide routine with set expectations on what should take place from 7:25-8:00 am. 2. Lack of follow ups and feedback during morning meeting routines to ensure the following are being nurtured: a. student joy b. parent ADA communication c. Social Emotional lessons

Problem Statement 2 Areas: Demographics

Problem Statement 3: The percent of our 1st grade students reading on level is significantly lower than any other grade level.

Root Cause 3: 1.Instruction to student and teacher gaps was not corrected immediately as learning gaps were taking place because we did not prioritize analyzing specific student and teacher gaps earlier in the school year. 2. Student independent centers were not aligned to student learning instructional gaps.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 52% of Emergent Bilingual students are at the Beginning level in Writing as per TELPAS reports.

Root Cause 4: 1. Writing instruction was not prioritized as per our instructional plans because we did not have an inclusive Writing curriculum for students in K-2nd.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our staff retention strategy is not comprehensive as has caused our campus to meet teacher retention targets but not co-teacher retention.

Root Cause 5: 1. Staff work life balanced has not been prioritized to ensure staff stay in the same role. 2. Teachers & co-teachers have instructional, operational, social and other tasks that are added to their work load. This unrealistic to do lists does not allow our staff to fully enjoy their roles and plan to stay in their roles for a long time. The time invested at work is unsustainable.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Co-teacher retention ratio is significantly lower than teacher retention ratios.

Root Cause 6: 1. Co-teachers did not have enough planning time to execute coaching expectations. 2. Co-teacher salary is significantly lower than teachers yet the lesson planning responsibilities and expectations are has high for co-teachers than teachers. 3. Strong developmental plans that allow co-teachers to see their future goals attainable have not been clear towards co-teachers.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Less than 30% of families attended WTI or student progress meetings.

Root Cause 7: 1. Campus did not planned and scheduled curriculum nights that aligned to student progress meetings. 2. Campus did not plan to align our campus curriculum nights and student progress nights to parent wants such as a student performance or family fun time.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Families that do not attend campus wide family and community involvement events are families with a high social economic need.

Root Cause 8: 1. Our families are in need of transportation to get to campus for community campus events. 2. We have not invested our parents in our campus culture of high achievement by stamping clear expectations.

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

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- 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
- Special education/non-special education population including discipline, progress and participation 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
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Increase staff retention

Performance Objective 1: By August 2023, 85% of IDEA La Joya Academy staff will continue to be employed by IDEA Public Schools as measured by staff retention report.

High Priority

Evaluation Data Sources: Staff retention yearly report

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Staff Celebration, Appreciation & Listening Tours Scope and Sequence will be created and executed for the 22-23 school year. There will be a monthly, quarterly and yearly celebratory mechanism as identified in our campus scope and sequence plan to celebrate growth, staff achievements and to listen to feedback. Based on feedback received from staff, we will be executing changes to work specifically on improving the work- life balance of staff members. **Strategy's Expected Result/Impact:** 85% Staff Retention **Staff Responsible for Monitoring:** Belinda Gonzales **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	Oct	Jan	Mar	June
	100%	50%	50%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Our staff retention strategy is not comprehensive as has caused our campus to meet teacher retention targets but not co-teacher retention. **Root Cause**: 1. Staff work life balanced has not been prioritized to ensure staff stay in the same role. 2. Teachers & co-teachers have instructional, operational, social and other tasks that are added to their work load. This unrealistic to do lists does not allow our staff to fully enjoy their roles and plan to stay in their roles for a long time. The time invested at work is unsustainable.

Goal 1: Increase staff retention

Performance Objective 2: By August 2023, at least 50% of IDEA La Joya Academy co-teachers will be promoted to teacher roles as measured by 23-24 campus roster.

Evaluation Data Sources: 2023-2024 campus roster

Strategy 1 Details	Reviews			
Strategy 1: Hiring committee will hold a pre-interview strategy meeting to determine new hire non-negotiables as per role and campus pillars.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Recruiting highly effective teachers leading to 85% teacher retention **Staff Responsible for Monitoring:** Belinda Gonzales **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2	50%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Co-teacher retention ratio is significantly lower than teacher retention ratios. **Root Cause**: 1. Co-teachers did not have enough planning time to execute coaching expectations. 2. Co-teacher salary is significantly lower than teachers yet the lesson planning responsibilities and expectations are has high for co-teachers than teachers. 3. Strong developmental plans that allow co-teachers to see their future goals attainable have not been clear towards co-teachers.

Goal 1: Increase staff retention

Performance Objective 3: By February 2023, 90% of IDEA La Joya staff members will agree that IDEA La Joya Academy is a Great Place to Work as measured by Great Places to Work Survey.

High Priority

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details	Reviews			
Strategy 1: IDEA La Joya leadership team (Principal & Grade Team Leaders) will hold a quarterly one to one touchpoint with all staff members to listen for feedback on areas of improvement to make IDEA La Joya the best place to work.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 90% average on Great Places to Work survey **Staff Responsible for Monitoring:** Belinda Gonzales, Denney Trevino, Marisol Schultz, Jaclyn Rios, Samantha Olivarez, Daisy Rodriguez, Monica Gonzalez and Grace Roa. **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	Oct	Jan	Mar	June
	100%	✗	✗	
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Our staff retention strategy is not comprehensive as has caused our campus to meet teacher retention targets but not co-teacher retention. **Root Cause**: 1. Staff work life balanced has not been prioritized to ensure staff stay in the same role. 2. Teachers & co-teachers have instructional, operational, social and other tasks that are added to their work load. This unrealistic to do lists does not allow our staff to fully enjoy their roles and plan to stay in their roles for a long time. The time invested at work is unsustainable.

Goal 2: All IDEA students matriculate to college
For Campuses with No Seniors: Student Enrollment Met.

Performance Objective 1: 100% student enrollment met by 11th day of 2023-2024 school year as measured by Power School.

High Priority

Evaluation Data Sources: Student Enrollment Power School Reports

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Create and execute a backwards enrollment plan that will close enrollment gaps for current school year and for next school year. Backwards plan will include: a. 80% of the time in the field recruiting in every area that we serve b. Community event recruitment efforts c. Social Media Spotlights to attract new families.	**Oct**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 100% enrollment met for every grade level. **Staff Responsible for Monitoring:** Diego Zavala **Problem Statements:** Perceptions 2	100%	✖	✖	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Families that do not attend campus wide family and community involvement events are families with a high social economic need. **Root Cause**: 1. Our families are in need of transportation to get to campus for community campus events. 2. We have not invested our parents in our campus culture of high achievement by stamping clear expectations.

Goal 2: All IDEA students matriculate to college

For Campuses with No Seniors: Student Enrollment Met.

Performance Objective 2: 2:1 application ratio for Kinder (240 applications) 1st-3rd (200 applications) by 1st day of lottery as measured by Stream.

    High Priority

    Evaluation Data Sources: Stream application report

Strategy 1 Details			Reviews			
Strategy 1: 80% of time will be spend on the field recruiting from September to February. Weekly benchmark goals will be tracked using campus backwards plan data tracker. If benchmark is not met for the week, plan will be modified to meet weekly target.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 2:1 applications per vacant seat. Kinder: 240 1st-3rd: 200 applications **Staff Responsible for Monitoring:** Diego Zavala **Problem Statements:** Perceptions 2			50%			
0% No Progress	100% Accomplished	Continue/Modify		Discontinue		

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Families that do not attend campus wide family and community involvement events are families with a high social economic need. **Root Cause**: 1. Our families are in need of transportation to get to campus for community campus events. 2. We have not invested our parents in our campus culture of high achievement by stamping clear expectations.

Goal 3: IDEA achieves an A rating

Performance Objective 1: By June 2023 IDEA La Joya Academy will be an A rated campus as measured by STAAR assessment. 3rd Grade Math & Reading will achieve a 54 Student Achievement Score in Domain 1. 3rd Grade Math & Reading will achieve meet 100% of Domain 3 targets.

    High Priority

    HB3 Goal

    Evaluation Data Sources: STAAR 2023

Strategy 1 Details	Reviews			
Strategy 1: Every teacher, leader and students will track towards Path to an A:	**Formative**			**Summative**
a. Leader: Weekly Leader Board & Path to an A Tracker for UE.	**Oct**	**Jan**	**Mar**	**June**

b. Teacher: Subpop Daily ET Tracker & Daily ET Class Mastery & Path to an A Tracker for TQ & UE.
C. Students: Daily ET Tracking / Daily TEKS based tracking / Path to an A tracking for TQ & UE
    Strategy's Expected Result/Impact: A rated campus through a 54 Achievement Score for Domain 1
    Staff Responsible for Monitoring: Belinda Gonzales
Marisol Schultz
 	
    Title I:
2.4, 2.6
  - TEA Priorities:
Improve low-performing schools
    Problem Statements: Student Learning 1, 2
	75%			

Strategy 2 Details	Reviews			
Strategy 2: Every teacher and leader will engage in a "Know your Data" BOY professional development session to backwards plan towards 90/60/30.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: A rated campus through a 54 Achievement Score for Domain 1 and Domain 3
    Staff Responsible for Monitoring: Belinda Gonzales
Marisol Schultz
 	
    Title I:
2.4
  - TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
    Problem Statements: Student Learning 1, 2
	100%	✗	✗	

Strategy 3 Details	Reviews			
Strategy 3: Every 2nd grade teacher will supplement Eureka & WW with STAAR Ready foundational skills during a 45 minute intervention block.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: A rated campus through a 54 Achievement Score for Domain 1 **Staff Responsible for Monitoring:** Denney Trevino **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1	100%	❌	❌	

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The percent of our 1st grade students reading on level is significantly lower than any other grade level. **Root Cause**: 1.Instruction to student and teacher gaps was not corrected immediately as learning gaps were taking place because we did not prioritize analyzing specific student and teacher gaps earlier in the school year. 2. Student independent centers were not aligned to student learning instructional gaps.
Problem Statement 2: 52% of Emergent Bilingual students are at the Beginning level in Writing as per TELPAS reports. **Root Cause**: 1. Writing instruction was not prioritized as per our instructional plans because we did not have an inclusive Writing curriculum for students in K-2nd.

Goal 3: IDEA achieves an A rating

Performance Objective 2: By May 2023 60% of SPED students will reach an Approaches Level and 23% of SPED students will reach a Meets Level as measured by STAAR

> **High Priority**
>
> **HB3 Goal**
>
> **Evaluation Data Sources:** STAAR Domain 3 reports

Strategy 1 Details	Reviews			
Strategy 1: Monthly SPED and General Teacher collaboration meetings to plan supplemental material needed to ensure SPED students reach grade level mastery.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: A rating in Doman 3: 60% SPED students reach approaches in STAAR and 23% SPED students reach Meets in STAAR. **Staff Responsible for Monitoring:** Monica Gonzalez Belinda Gonzales Marisol Schultz **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1	75%			

Strategy 2 Details	Reviews			
Strategy 2: Bi-weekly instructional rounds focused on SPED students instructional supports.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: A rating in Doman 3: 60% SPED students reach approaches in STAAR and 23% SPED students reach Meets in STAAR. **Staff Responsible for Monitoring:** Monica Gonzalez Belinda Gonzales Marisol Schultz **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1	75%	✗	✗	

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Any student that is 2 years below grade level, will receive Critical Student intervention services to accelerate instruction during a 45-90 minutes intervention block.	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: A rating in Doman 3: 60% SPED students reach approaches in STAAR and 23% SPED students reach Meets in STAAR. **Staff Responsible for Monitoring:** Monica Gonzalez Isabel Hinojosa Belinda Gonzales Marisol Schultz **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1 **Funding Sources:** Intervention Teacher - Federal Grant	100%	✖	✖	
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: The percent of our 1st grade students reading on level is significantly lower than any other grade level. **Root Cause**: 1.Instruction to student and teacher gaps was not corrected immediately as learning gaps were taking place because we did not prioritize analyzing specific student and teacher gaps earlier in the school year. 2. Student independent centers were not aligned to student learning instructional gaps.

Goal 3: IDEA achieves an A rating

Performance Objective 3: By May 2023, 40% of Emergent Bilingual students will reach a Meets Level as measured by STAAR

    High Priority

    HB3 Goal

    Evaluation Data Sources: STAAR Domain 3 Reports

Strategy 1 Details	Reviews			
Strategy 1: Daily In class support will be provided to all students in 3rd grade Math & Reading to increase skill mastery.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 40% of Emergent Bilingual students will reach a Meets Level as measured by STAAR. A rating in Domain 3	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Monica Gonzalez Vacancy - 3rd grade intervention teacher Belinda Gonzales Marisol Schultz **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2 **Funding Sources:** Intervention Teacher - Federal Grant	50%			

Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive training 1st teach best practices: Interactive Journals, Interactive Anchor Charts & Interactive Word Walls	**Formative**			**Summative**
Strategy's Expected Result/Impact: 40% of Emergent Bilingual students will reach a Meets Level as measured by STAAR. A rating in Domain 3	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Belinda Gonzales Marisol Schultz **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2	75%	✗	✗	

Strategy 3 Details	Reviews			
Strategy 3: Explicit Writing Instruction & Summit will be utilized daily through Academic Block.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 40% of Emergent Bilingual students will reach a Meets Level as measured by STAAR. A rating in Domain 3	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Denney Trevino **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 2	50%			

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: 52% of Emergent Bilingual students are at the Beginning level in Writing as per TELPAS reports. **Root Cause**: 1. Writing instruction was not prioritized as per our instructional plans because we did not have an inclusive Writing curriculum for students in K-2nd.

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA La Joya Academy will reach a 97% Average Daily Attendance as measured by end of the year PEIMS reporting.

High Priority

Evaluation Data Sources: PEIMS reporting

Strategy 1 Details		Reviews			
Strategy 1: Daily parent ADA contact by 3 groups of stakeholders from 7:30-8:45 am.: Teachers, Administrators and Support Staff		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: 97% Average Daily Attendance **Staff Responsible for Monitoring:** Diego Zavala **Title I:** 2.5, 4.1 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Demographics 1		100%	✗	✗	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase parent communication specifically regarding student progress to increase parent accountability towards students daily attendance. **Root Cause**: 1. Lack of planning academic progress meetings for all parents. 2. Lack of follow ups in teacher/parent contact logs.

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA La Joya Academy ADA escalation matrix will be executed 90% of the time as measured by campus escalation matrix reporting.

    High Priority

    Evaluation Data Sources: Campus ADA escalation matrix report.

Strategy 1 Details	Reviews			
Strategy 1: Daily data review through ADA huddles on families of concern with 3 or more unexcused absences. Weekly homevisits by Counselor, Assistant Principal and Principal for any family with over 7 unexcused absences.	**Formative**			**Summative**

Strategy's Expected Result/Impact: 90% execution of ADA escalation matrix
    Staff Responsible for Monitoring: Diego Zavala
 	
    Title I:
    4.1, 4.2
    - **TEA Priorities:**
    Build a foundation of reading and math, Improve low-performing schools
    Problem Statements: Demographics 1
	Oct	**Jan**	**Mar**	**June**

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase parent communication specifically regarding student progress to increase parent accountability towards students daily attendance. **Root Cause**: 1. Lack of planning academic progress meetings for all parents. 2. Lack of follow ups in teacher/parent contact logs.

Goal 4: Increase student daily attendance

Performance Objective 3: By May 2022, 75% of 1st & 2nd grade students will reach or exceed 1,200 minutes in Moderate to Vigorous Physical Activity as measured by Individual Learning district dashboard.

    Evaluation Data Sources: Individualized learning district dashboard.

Strategy 1 Details	Reviews			
Strategy 1: Every teacher, leader and student will review student progress during leader/teacher check ins and student/ teacher check ins.	**Formative**			**Summative**

Strategy's Expected Result/Impact: 75% of 1st & 2nd grade students will reach or exceed 1,200 minutes in Moderate to Vigorous Physical Activity
     Staff Responsible for Monitoring: Marco Valladares
 Marisol Schultz
 	
     Problem Statements: Demographics 2
	Oct	Jan	Mar	June

	100%	✗	✗	
Strategy 2 Details	**Reviews**			
Strategy 2: Host an Elective Night Parent Meeting to review physical education goals, at home healthy habits to increase excersice and good eating habits and review student progress. Meeting will take place in October 12th.	**Formative**			**Summative**

Strategy's Expected Result/Impact: 75% of 1st & 2nd grade students will reach or exceed 1,200 minutes in Moderate to Vigorous Physical Activity
     Staff Responsible for Monitoring: Marco Valladares
 Marisol Schultz
 	
     Title I:
 4.1, 4.2
     Problem Statements: Demographics 1, 2 - Perceptions 2
	Oct	Jan	Mar	June

	75%	✗	✗	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase parent communication specifically regarding student progress to increase parent accountability towards students daily attendance.   **Root Cause**: 1. Lack of planning academic progress meetings for all parents. 2. Lack of follow ups in teacher/parent contact logs.

Demographics
Problem Statement 2: There is a need to focus on student morning meetings routines to increase joy and social emotional well being for 100% of students. **Root Cause**: 1. Lack of a minute by minute campus wide routine with set expectations on what should take place from 7:25-8:00 am. 2. Lack of follow ups and feedback during morning meeting routines to ensure the following are being nurtured: a. student joy b. parent ADA communication c. Social Emotional lessons

Perceptions
Problem Statement 2: Families that do not attend campus wide family and community involvement events are families with a high social economic need. **Root Cause**: 1. Our families are in need of transportation to get to campus for community campus events. 2. We have not invested our parents in our campus culture of high achievement by stamping clear expectations.

Goal 5: Increase student persistence

Performance Objective 1: IDEA La Joya Academy will reach 90% students persistence by 11th day of 23-24 school year as measured by final audited persistence reporting.

High Priority

Evaluation Data Sources: Final audited region student persistence report.

Strategy 1 Details	Reviews			
Strategy 1: Coach & develop GTLs in creating a yearly calendar backwards plan for Persistence incentives by September 1ST on: Student Incentives & Celebrations for good behavior, academic improvement and daily attendance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 90% students persistence **Staff Responsible for Monitoring:** Jaclyn Rios Samantha Garza Daisy Rodriguez Monica Gonzalez Grace Roa Zoila Soliz **Problem Statements:** Demographics 2	100%	✗	✗	

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to focus on student morning meetings routines to increase joy and social emotional well being for 100% of students. **Root Cause**: 1. Lack of a minute by minute campus wide routine with set expectations on what should take place from 7:25-8:00 am. 2. Lack of follow ups and feedback during morning meeting routines to ensure the following are being nurtured: a. student joy b. parent ADA communication c. Social Emotional lessons

Goal 5: Increase student persistence

Performance Objective 2: Student referrals on violence/physical aggression will decrease by 50% as measured by campus disciplinary reports.

Evaluation Data Sources: Campus Disciplinary Referral Reports
22-22 data: 90% of referrals were aligned to physical aggression

Strategy 1 Details	Reviews			
Strategy 1: Develop and executing a Responding to Behavior system and allows all stakeholders to appropriate respond to behavior. Train 100% of staff members on the development of student behavior plans and how to deescalate behaviors that could lead to physical aggression.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease of 50% referrals on physical aggression. **Staff Responsible for Monitoring:** Zoila Solis **Problem Statements:** Demographics 2	75%	✗	✗	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to focus on student morning meetings routines to increase joy and social emotional well being for 100% of students. **Root Cause**: 1. Lack of a minute by minute campus wide routine with set expectations on what should take place from 7:25-8:00 am. 2. Lack of follow ups and feedback during morning meeting routines to ensure the following are being nurtured: a. student joy b. parent ADA communication c. Social Emotional lessons

Goal 5: Increase student persistence

Performance Objective 3: Parent participation on family engagement & student progress parent events will increase by 30% as measured by campus sign in reports.

High Priority

Evaluation Data Sources: Campus Sign In Reports
21-22 average data- 30%
Goal: 60%

Strategy 1 Details	Reviews			
Strategy 1: Campus yearly plan on family engagement events. Events were selected to fit our demographics needs and to allow families to have quarterly reports on students academic progress. **Strategy's Expected Result/Impact:** Increase by 30% on family engagement with a goal of 60%. **Staff Responsible for Monitoring:** Zoila Solis **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1 - Perceptions 1, 2	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	95%	✗	✗	
0% No Progress	100% Accomplished	➡ Continue/Modify	✗ Discontinue	

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase parent communication specifically regarding student progress to increase parent accountability towards students daily attendance. **Root Cause**: 1. Lack of planning academic progress meetings for all parents. 2. Lack of follow ups in teacher/parent contact logs.
Perceptions
Problem Statement 1: Less than 30% of families attended WTI or student progress meetings. **Root Cause**: 1. Campus did not planned and scheduled curriculum nights that aligned to student progress meetings. 2. Campus did not plan to align our campus curriculum nights and student progress nights to parent wants such as a student performance or family fun time.
Problem Statement 2: Families that do not attend campus wide family and community involvement events are families with a high social economic need. **Root Cause**: 1. Our families are in need of transportation to get to campus for community campus events. 2. We have not invested our parents in our campus culture of high achievement by stamping clear expectations.

Title I Personnel

Name	Position	Program	FTE
	INTERVENTIONIST		1

2021-2022 Grade Team Leaders

Committee Role	Name	Position
Administrator	Belinda Gonzalez	Principal
Administrator	Denney Trevino	Assistant Principal
Administrator	Marisol Schultz	Assistant Principal
Administrator	Zoila Solis	Counselor
Administrator	Diego Zavala	Assistant Principal
Classroom Teacher	Jaclyn Rios	K Grade Team Leader
Classroom Teacher	Samantha Olivarez	1st Grade Team Leader
Classroom Teacher	Daisy Rodriguez	2nd Grade Team Leader
Classroom Teacher	Monica Gonzalez	3rd Grade Team Leader
Classroom Teacher	Grace Ligaya Roa	Special Programs Grade Team Leader

Campus Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	3	Intervention Teacher		$0.00
3	3	1	Intervention Teacher		$0.00
				Sub-Total	$0.00

Addendums

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

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

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

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

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

IDEA La Joya AC

	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 1-2	% Math Genious 1-2
% Students	NA	100/93/84	99/90/71	97/93/67	**81%**	47%
	Data Source: STAAR Academy -NA					
	Data Source: CSI Academy- NA					

Reflections	
Areas of Strength	**Areas of Need**
1 Teacher side by side planning	1Hotspot TEK alignment
2 Quality Planning - Interactive Anchor Charts	2 Interactive Journals
3 Incentives with hotspot/math teachers	3 CFS/ Aligning expectations campus wide

IDEA La Joya AC

	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	92%	66%	82%	NA	79%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					NA	Yes
	Data Source: STAAR NA					
	Data Source: CSI NA					

Reflections	
Areas of Strength	Areas of Need
1 Practice sessions with WHAT & HOW	1Responding to gaps - new pillar
2 Focusing on foundation - Differentiate W&W time vs. DI based on need.	2 Growth path for DI teachers
3 Backwards plan whole campus	3 Purposeful Independent work

IDEA La Joya AC

	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
Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
% Students	NA	99/88/88	96/91/87	96/87/73	NA	NA
Data Source: Science 3-5 NA						

Reflections	
Areas of Strength	Areas of Need
1Lesson planning- creating project oppounities	1 5th Vertical alignment in K-3rd
2 Side by Side planning	2 Aggressively monitoring
3 Engaging powerpoints - collaboration	3 Change the lens of subject priority

IDEA La Joya AC

	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
Comprehensive Needs Assessment **ACADEMY**							
Data Sources: Humanities Pk-2							
% Students	NA	100/100/100	100/99/99	100/99/99	NA	NA	NA

Reflections	
Areas of Strength	**Areas of Need**
1Lesson planning- creating project oppounities	1 5th Vertical alignment in K-3rd
2 Side by Side planning	2 Aggressively monitoring
3 Engaging powerpoints - collaboration	3 Change the lens of subject priority

IDEA La Joya AC

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	16%	26%	38%	52%	Kinder NA
% Intermediate	34$%	51%	32%	29%	1st 54%
% Advanced	36%	18%	20%	15%	2nd 60%
% Advanced High	14%	6%	10%	5%	Overall 51% Overall 75%

Reflections	
Areas of Strength	**Areas of Need**
1 Scope and sequence plan	1Starting BOY vs 8 weeks only
2 Summit in student schedule	2 Teacher instructional time
3 High Expectations - goal investment	3 Number of students at a time / Grouping by level

IDEA La Joya AC

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
%Certified Teachers	Data Not Available
% Teacher Retention	94% (14/16)
% Campus Support Retention (All)	81% (27/33) 3 Co-teachers 2 Techers 1 Testing Co
Hiring Pipeline	315 applicants
% SPED Teachers	100%

Reflection	
Areas of Strength	**Areas of Need**
1 Teacher Development	1 Lessen the days that Teachers stay late. (ex: tutoring rotations, strong 1st time teach during the day, PD part of Faculty Meeting)
2 93% of great places to work survey	2 Start and End on Time: Dismissal Times at 3:45 rotations, GTL Meetings starting Earlier
3 Teacher Celebtration	WOW planning (full day)	3 Evaluate Teachers Asks monthly during LT Tactical 4. Communication - 3 weeks in advance

IDEA La Joya AC

Comprehensive Needs Assessment **ACADEMY**	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90%
% Overall Persistence	95%
% New Student Persistence	94%
# of Admin Withdrawals/ Level 3 Offenses	NA
% SPED	9%
% ELL	45%
% Eco Dis	94%
% Migrant	NA
% Race: American-Indian-Alaska-Native	NA
% Asian	NA
% White-Hispanic	98%
% Multi	NA
% Black-African-American	NA
% Native-Hawaiian-Pacific-Islander	NA
% White	2%
% Male	54%
% Female	45%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1Student Celebrations (Kite day)	1 Follow-through on parent log - Initial from Counselor
2 Parent Communication Wonderful Wedsnesday	2 Retention Meetings (Starting them early)
3. Student planners	3 Morning meeting/ Progress towards goals night

IDEA La Joya AC

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	30%
% Families Attended Curriculum Night	Did not have one
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	70%
% Families who attended Winter Festival	90%
% Families who attended Spring Festival	Did not have one

Reflection	
Areas of Strength	**Areas of Need**
1 Monthly Events	1Progress towards goals nights- Raffle/Fo Events (Truck or treat, Spring Festival, T Daughter Dances- Mom/Son)
2 Teacher/Student Relationships	2 Communication Process of Events

1

ood/Awards/During BIG
alent Show/Picnic/Father