

IDEA Public Schools

Los Encinos Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in Mathematics
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 14, 2022

Demographics

Demographics Summary

Our campus serves 764 students in Pre-Kinder to 4th grade and opened in August 2019. We have over 50 staff members (6 Instructional Leaders, 29 teachers, 18 teacher support, and 3 campus support members. We have 89.36% of staff persistence for 21-22.

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): An area of need is a focus on parent and student academic events to increase attendance to 90% attendance for families. **Root Cause:** Not all families have remind app as communication and phone numbers are not always updated on a timely manner.

Problem Statement 2 (Prioritized): An area of need is support for student social emotional behavior support for students to help develop strong student relationships. **Root Cause:** Students had gaps in social behavior supports that developed over virtual learning that caused for students to experience separation anxiety and other emotional barriers.

Student Learning

Student Learning Summary

Our campus rated at a B with an 89 average. We scored a 70/43/26 for 3rd grade Reading and a 76/53/30 for 3rd grade Math.

SPED STAAR scores for Reading and math: 60/40/0

EL STAAR scores for reading: 70/43/25 (46) Math: 77/53/33 (55)

Pk-2nd grade students On Track for DI Reading Instruction 100% PK, 100% Kinder, 90% 1st Grade, and 95% for 2nd Grade.

Student Learning Strengths

see PDF in addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): An area of need in reading is rigorous aligned instruction with effective use of higher order thinking questions. **Root Cause:** There is a need for more effective professional development for teachers and leaders in lesson planning that focuses on rigor and higher order thinking questions.

Problem Statement 2 (Prioritized): An area of need in math is student release and student practice that helps promote for students to become independent thinkers. **Root Cause:** Students did not have enough practice time independently due to more time being given to guided practice part of lesson.

Problem Statement 3 (Prioritized): There was a low attendance daily average rate for our students last year (Overall ADA: 90.78%) Grade Team totals: PK: 87.59% Kinder: 90.61% 1st: 89.84% 2nd: 91.67% 3rd: 92.52% **Root Cause:** There were a high number of absences in all grades throughout the school due to personal/family illnesses. Campus did not follow ADA matrix with fidelity to track and follow up consistently.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders by having bi-weekly, quarter, and yearly trainings that are lead by content experts and leaders. In addition, leaders get training on our feedback platform that is Teachboost. Leaders conduct weekly observations for teachers and give weekly feedback and follow up to help them get to mastery of action items. Some of the methods used for coaching include side by side feedback, model, lesson rehearsals, and coaching practice. Our teachers attend lesson rehearsals between 2-3 times a week beside their content leader and API manager.

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

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

SEL/ Mental Health and Family Engagement

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

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

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

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

See PDF in addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): An area of need is to increase the engagement and quality of relationships across all campus staff. **Root Cause:** Most events/meetings were held virtually at the start of the year and there were minimal opportunities for connecting due to safety recommendations.

Problem Statement 2 (Prioritized): An area of need is to help increase teachers that are state certified at our campus to help target and support EL, SPED, and gen ed students. **Root Cause:** There are currently very few certified teachers on our staff. (less than 5)

Perceptions

Perceptions Summary

IDEA RGV Overall: GPTW	78
IDEA RGV Avg. of All Scores	71
Los Encinos Academy	
# of Responses	43
Overall: GPTW	77
+1 pts higher than fall GPTW results (76)	
Avg. of All Scores	80
+4 pts higher than fall GPTW results (76)	

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Afterschool programs were started late in the school year and did not allow to have the maximum amount of students to participate from each classroom. **Root Cause:** Due to covid cases and mitigating spread, we opted to open our AS programs during the 3rd & 4th quarter of the year which decreased the amount of available days open for students .

Problem Statement 2 (Prioritized): We do not have 100% of parent communication due to several families not having the REMIND app or social media applications to follow campus pages or events. **Root Cause:** Not all families like or use social media or applications when communicating. They prefer phone calls, paper notices, or in person meetings to be informed as well as needing a spanish translation of information for events.

Priority Problem Statements

Problem Statement 1: An area of need in reading is rigorous aligned instruction with effective use of higher order thinking questions.

Root Cause 1: There is a need for more effective professional development for teachers and leaders in lesson planning that focuses on rigor and higher order thinking questions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: An area of need is to help increase teachers that are state certified at our campus to help target and support EL, SPED, and gen ed students.

Root Cause 2: There are currently very few certified teachers on our staff. (less than 5)

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: An area of need is support for student social emotional behavior support for students to help develop strong student relationships.

Root Cause 3: Students had gaps in social behavior supports that developed over virtual learning that caused for students to experience separation anxiety and other emotional barriers.

Problem Statement 3 Areas: Demographics

Problem Statement 4: We do not have 100% of parent communication due to several families not having the REMIND app or social media applications to follow campus pages or events.

Root Cause 4: Not all families like or use social media or applications when communicating. They prefer phone calls, paper notices, or in person meetings to be informed as well as needing a spanish translation of information for events.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: An area of need in math is student release and student practice that helps promote for students to become independent thinkers.

Root Cause 5: Students did not have enough practice time independently due to more time being given to guided practice part of lesson.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Afterschool programs were started late in the school year and did not allow to have the maximum amount of students to participate from each classroom.

Root Cause 6: Due to covid cases and mitigating spread, we opted to open our AS programs during the 3rd & 4th quarter of the year which decreased the amount of available days open for students .

Problem Statement 6 Areas: Perceptions

Problem Statement 7: An area of need is a focus on parent and student academic events to increase attendance to 90% attendance for families.

Root Cause 7: Not all families have remind app as communication and phone numbers are not always updated on a timely manner.

Problem Statement 7 Areas: Demographics

Problem Statement 8: An area of need is to increase the engagement and quality of relationships across all campus staff.

Root Cause 8: Most events/meetings were held virtually at the start of the year and there were minimal opportunities for connecting due to safety recommendations.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There was a low attendance daily average rate for our students last year (Overall ADA: 90.78%) Grade Team totals: PK: 87.59% Kinder: 90.61% 1st: 89.84% 2nd: 91.67% 3rd: 92.52%

Root Cause 9: There were a high number of absences in all grades throughout the school due to personal/family illnesses. Campus did not follow ADA matrix with fidelity to track and follow up consistently.

Problem Statement 9 Areas: Student Learning

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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- 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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data









Goals

Goal 1: Increase staff retention

Performance Objective 1: 90% of Los Encinos staff will be retained to and throughout the 2022-2023 school year

High Priority

Evaluation Data Sources: GPTW, Staff Retention %, and staff evaluations




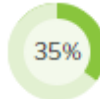




Strategy 1 Details	Reviews			
Strategy 1: Monthly temperature checks with staff to get input/feedback on campus systems and supports Strategy's Expected Result/Impact: help open communication and supports that are provided to teachers Staff Responsible for Monitoring: Principal/AA Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Consistent follow up of coaching system for staff members Strategy's Expected Result/Impact: Staff will feel supported and successful in their teaching and work through consistent, frequent feedback from managers. Staff Responsible for Monitoring: Principal/API/Lead Team Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: 100% of enrollment will be met at IDEA Los Encinos

Performance Objective 1: 90% students will be onboarded and persist with LE Academy to and through PK-5th Grade

High Priority







Evaluation Data Sources: Yearly Persistence

Strategy 1 Details	Reviews			
Strategy 1: Track student new and overall persistence weekly/monthly to backwards plan for benchmark goals. Strategy's Expected Result/Impact: Support students and families to be retained at Idea Los Encinos through frequent checks and communication. Staff Responsible for Monitoring: AC Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Work with partner school (CP) to focus on campus overall persistence through AC/APO monthly meetings/collaborations Strategy's Expected Result/Impact: help keep our families that have students in both campuses at our school and norm on campus systems Staff Responsible for Monitoring: APO/AC/SA Title I: 4.1, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 2: 100% of enrollment will be meet at IDEA Los Encinos

Performance Objective 2: 90% of 5th grade students will bridge to CP to the start of their 6th grade year in 2023-2024 school year

Evaluation Data Sources: persistence

Strategy 1 Details	Reviews			
Strategy 1: Track our current 4th grade students throughout the year as well as track our founding students to share with CP each year Strategy's Expected Result/Impact: students will want to persist with IDEA from pk-12th grade Staff Responsible for Monitoring: APO/AC/SA	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				









Goal 3: IDEA achieves an A rating

Performance Objective 1: 90/60/30 will be reached for 3rd/4th grade reading and math staar performance.

High Priority

HB3 Goal

Evaluation Data Sources: Staar assessments, semester exams, and internal content exams







Strategy 1 Details	Reviews			
Strategy 1: Exit ticket data focus, student data tracking, teacher data tracking for all STAAR tested subjects Strategy's Expected Result/Impact: track and increase overall scores for students in 3rd and 4th grade through aggressive tracking of data Staff Responsible for Monitoring: Principal/Assistant Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 97% of Student attendance through daily phone calls, parent meetings, support in tutorials for students that are impacted due to illness Strategy's Expected Result/Impact: students will be in school learning and closing gaps Staff Responsible for Monitoring: Principal/APO/Lead team Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: IDEA achieves an A rating

Performance Objective 2: 50% of SPED students will pass STAAR assessment with an approaches or higher rating for 22-23 school year.

HB3 Goal







Evaluation Data Sources: Staar assessments, semester exams, and internal content exams

Strategy 1 Details	Reviews			
Strategy 1: Focus on IEP for SPED students and accommodations needed in classrooms to help set them up for success Strategy's Expected Result/Impact: SPED students score meets /masters on state assessments Staff Responsible for Monitoring: Principal/SPED Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 3: IDEA achieves an A rating

Performance Objective 3: 100% of Pre-Kinder students will be on or above grade level in DI Reading & math for the 22-23 school year.

Evaluation Data Sources: DI data weekly reports; EOY final data report

Strategy 1 Details	Reviews			
Strategy 1: 97% student attendance in PK classrooms to ensure that students are on grade level or above Strategy's Expected Result/Impact: students will be able to stay on track for weekly/daily lessons for DI Program Staff Responsible for Monitoring: Principal/Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 3 Funding Sources: PK Teachers - Federal Grant - \$109,750	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: There was a low attendance daily average rate for our students last year (Overall ADA: 90.78%) Grade Team totals: PK: 87.59% Kinder: 90.61% 1st: 89.84% 2nd: 91.67% 3rd: 92.52% Root Cause: There were a high number of absences in all grades throughout the school due to personal/family illnesses. Campus did not follow ADA matrix with fidelity to track and follow up consistently.

Goal 4: Increase student daily attendance

Performance Objective 1: 90% of students in 3rd & 4th grade will reach Fitness ambassador goal for Physical Education for the 22-23 school year

Evaluation Data Sources: fitness gram data, active minutes report

Strategy 1 Details	Reviews			
Strategy 1: track minutes of Fitness goal for students 1st-4th grade Strategy's Expected Result/Impact: motivate students to stay fit and healthy to avoid sickness Staff Responsible for Monitoring: Assistant Principal/PE Coach Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:







School Processes & Programs
Problem Statement 2: An area of need is to help increase teachers that are state certified at our campus to help target and support EL, SPED, and gen ed students. Root Cause: There are currently very few certified teachers on our staff. (less than 5)

Goal 4: Increase student daily attendance

Performance Objective 2: 97% of overall ADA will be reached campus wide for PK-4th grade for the 22-23 school year

High Priority

Evaluation Data Sources: ADA daily, weekly, monthly, and YTD reports by HR, grade level, and campus







Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Daily ADA support for teachers, grade teams, and campus by assigned LT member to each grade, making daily calls with notes embedded on campus tracker , follow up 2nd call from LT-first call from teachers , and ADA Matrix implemented and followed Strategy's Expected Result/Impact: increase ADA for students on a daily, weekly, and monthly level Staff Responsible for Monitoring: Principal, Assistant Principal of Operations, and Student information systems clerk				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Increase student persistence

Performance Objective 1: 90% of PK-4th grade classrooms will complete and participate in Move this world 15 min. daily compliance during homeroom period for the 22-23 school year.

High Priority







Evaluation Data Sources: MTW reports

Strategy 1 Details	Reviews			
Strategy 1: Observations of MTW block weekly to track and view implementation of program for students and the focus on social-emotional support Strategy's Expected Result/Impact: students will feel safe to share feelings and emotions with teacher and classroom students Staff Responsible for Monitoring: Academic Counselor/Teachers Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
	 0%	 50%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase student persistence

Performance Objective 2: 100% compliance with campus safety and security checklist for the 22-23 school year

Evaluation Data Sources: safety drill monthly compliances, safety/security checklists monthly update

Strategy 1 Details	Reviews			
Strategy 1: Monthly tracking and compliance with safety drills on campus for security and safety Strategy's Expected Result/Impact: Students and staff will be better prepared to act in case of an emergency. They will feel secure and safe at school. Staff Responsible for Monitoring: principal, assistant principal of operations, facilities manager Title I: 2.5, 2.6 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Cepeda	PRE-KINDERGARTEN TEACHER		1
Ana Gonzalez Garza	PRE-KINDERGARTEN TEACHER		1
John Martinez	AR ZONE FACILITATOR		1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	PK Teachers		\$109,750.00
Sub-Total					\$109,750.00

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	<div></div> 100%	PTG	<div></div> 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, resources, 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.	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the <u>percentage</u> 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.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TEPAS Report	Comprehensive Needs Assessment 2022 TEPAS	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 TEPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & 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.	Complete		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.	Complete		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

Los Encinos Academy

ACADEMY

[illegible]

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-STAAAR
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

Los Encinos Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	100%	99/87/68 (85)	68/36/14 (39)	88/54/17 (53)	84%	217 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	76			69%	75	
% Meets	53					
% Masters	30					
% Student Achievement Average	53					
% Meet 2 year growth	NA					

Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	NA	
% of CSI Passing STAAR	48%	
% of SPED Passing STAAR	25%	

Reflections

Areas of Strength	Areas of Need
1 Strong content planning & internalization	1 Manipulative Use for Student Practice
2 Met Hot Spot Honor Roll Goal	2 Student Release and Practice
3EOM mastery after each module for K/1 met 90/60/30 goal	3 Vocabulary Embedded

Los Encinos Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: DI ELA & Electives

	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100%	100%	81%	91%	18 RR	80%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4	
% Approaches	70				
% Meets	43				
% Masters	26				
SAS	46				
% Student Achievement Average					

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI	
% CSI (EOY Ren.)	65%	
% of CSI Passing STAAR	26%	
% of SPED Passing STAAR	50%	

Reflections

Areas of Strength	Areas of Need
1 Student prior knowledge/ teacher content knowledge	1 Differentiation in student needs/lesson delivery
2 Teacher practice- exit ticket huddles/ lesson internalization	2 Rigorous aligned instruction/ higher order thinking-questions
3 Progress monitoring/accountability	3 Resources/time

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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	100%	100%	100%	90%	39/9/0 (16)	-

Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches	NA	
% Meets		
% Masters		
% Student Achievement Average		

Reflections

Areas of Strength	Areas of Need
1. Curriculum Flexibility	1. Resources (kits and items needed and bought out of pocket, and inventory to share, materials on time, access to funds)
2. Engage Families	2. Insufficient time
3. Visuals and hands on	3. Field lessons/Science Fair

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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	NA	99/98/87 (95)	92/78/60 (77)	94/86/81 (87)	NA		

Reflections

Areas of Strength	Areas of Need
1) parent communication	1) parent / student events aligned to SS- celebrating and showcasing work
2) visuals and anchor charts	2) organization of lesson plans/test internalization
3)group projects enhanced learning	3) implementation of SS in PreK and rise

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ACADEMY

TELPAS Composite Rating (Listening, Speaking, Reading, Writing)

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	24%	38%	46%	51%	73%
% Intermediate	33%	31%	29%	34%	53%
% Advanced	24%	26%	17%	13%	41%
% Advanced High	19%	6%	8%	3%	N/A

Reflections

Areas of Strength	Areas of Need
1 The new RMT program was successful in writing it incorporated isolated words for spelling which build the english language writing portion	1 Workshops for parents on how to support their child at home and curriculums for parents to help build their English language as well.
2 Bilingual program with mixed linguistic students in core classroom setting- supported Spanish only speaking student to collaborate with English only speaking students	2 Professional developments on differentiating instruction for our EL students and models and practice time, how use different accommodations.
3 The use of bilingual dictionaries throughout the school year. Teachers incorporated lessons on how to use a bilingual dictionary	3 After school program with dual language support where the teacher will teach students the core components of the English language- Reading, Listening, Speaking, and Writing
4	4 Create more visuals for students with sight words and add to lesson plan to identify misconceptions prior to the lesson to target them during the lesson

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Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.78
% Overall Persistence	92.31
% New Student Persistence	90.63
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	5.50%
% ELL	78%
% Eco Dis	91%
% Migrant	0
% Race: American-Indian- Alaska-Native	0.34%
% Asian	0.84%
% White-Hispanic	92.44%
% Multi	0
% Black-African-American	0
% Native-Hawaiian-Pacific- Islander	0
% White	6.39%
% Male	50.25%
% Female	49.75%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1) parent communication	1) parent/ student events
2) student focus	2) organization / timely management
3) priorities	3) student uniform / school standards

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	92.16%
% Teacher Retention	96%
% Campus Support Retention	67%
% SPED Teachers	100%
% State/National Certified Teachers	25%
% State Certified Leaders	33%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	292

Reflection	
Areas of Strength	Areas of Need
Feed Back Staff Support, Staff Incentives, Love the Water,	Team Building Activity So Staff May Build Stroger Staff Releationships, Would Like More Detailed staff Logistics.
Positive Enviornment, Safe Space to Speak,	Staff Outing's (Staff wouldn't Mind Paying) Being Together Outside of Campus, More time to Prepare for Events So they Provide Better Customer Service to Parents.
Staff Snacks and Making Staff Comfort at Work	No Distratcions or Interruptions when Meeting So that Staff May Speak Freely So they Know they are Hard , More Involment and Participation from Staff..

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Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	98%
% Families Attended Curriculum Night	60%
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	60%
% Families who attended Winter Festival	60%
% Families who attended Spring Festival	NA

Reflection	
Areas of Strength	Areas of Need
1. effective communication via REMIND, whatsapp, regular text messaging, verbal, in person.	1. After school programs - equal amount of kids from each classroom. Try outs.
2. Event planning - in person and virtual	2. Early planning of sports and activities - requesting of. Early communication with teachers about afterschool
3. After School programs -	
4. Fall festival -	3. Early communication of events with teachers. 4. games more engaging 5. Turkey Trot and fall festival together, costume contest, prizes 6. Zumbathon - Both in Fall and Spring 7. time of events 8. Parent Volunteers 9. Problems with REMIND, 10. 2 separate FACEBOOK Accounts