IDEA Public Schools

Mays Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

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

Mission Statement

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

Vision

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

Core Values

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

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

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 9, 2022

Demographics

Demographics Summary

IDEA Mays Academy is an elementary school on the West Side of San Antonio serving 700+ students in grades K-5. IDEA Mays opened up in 2016 and has continuously grown since then. IDEA Mays is an open enrollment public charter school that prides itself in rigorous academics for underserved communities. IDEA Mays Academy also currently has 3 Special Education Classrooms for more severe scholars. IDEA Mays Academy was most recently ranked as an A Campus (96) by the TEA; one of the highest in the IDEA Public School District.

See PDF Addendum for more information.

Demographics Strengths

"See PDF in Addendum for more information."

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of consistent ADA follow up protocol **Root Cause:** Systems and procedures not followed by Academy Lead Team.

Problem Statement 2 (Prioritized): Lack of celebrations for ADA/Persistence **Root Cause:** Breakdown in roll out of celebrations when SIS transitioned off campus.

Student Learning

Student Learning Summary

During the 21.22 school year, IDEA Mays Academy earned an overall rating of a 96 (A) by the TEA. They scored a 91 on Domain 1; 94 on Domain 2; and a 100 on Domain 3. This is the highest that IDEA Mays Academy has ever scored. They also grew significantly in both Special Education Data and English Learner Data. IDEA Mays Academy also earned all eligible distinctions from the TEA.

"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): Lack of consistent data tracking on a class by class level **Root Cause:** Teachers and leaders did not have one consistent place to track data

Problem Statement 2 (Prioritized): Lack of consistent intervention groups based on data **Root Cause:** Intervention/SpEd teachers getting pulled for coverage

School Processes & Programs

School Processes & Programs Summary

Teachers received weekly professional development based on trends identified by the Mays Campus Lead Team. Campus communicates via Remind(primary) and various social media outlets(secondary). Lead team and Grade Team leaders meet once a month to identify and problem solve around campus trends. Campus provides various extracurricular activities and enrichment.

"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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of consistent professional development **Root Cause:** High leader turnover cause breakdowns in systems

Problem Statement 2 (Prioritized): Lack of celebrations for staff **Root Cause:** Systems to celebrate not adhered to i.e. Teacher of the Month/Co Teacher of the month

Problem Statement 3 (Prioritized): Lack of extracurricular activities **Root Cause:** Did not have teachers that wanted to sponsor these activities

Perceptions

Perceptions Summary

Parents and students are surveyed twice a year to give feedback to the school. This past year, student retention was finalized at 88%, below the benchmark of the goal of 90%.

"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): Lack of clear communication systems between Academy and College Prep **Root Cause:** College prep utilizing Remind and Academy utilizing Class Dojo

Problem Statement 2 (Prioritized): Ineffective PTO **Root Cause:** Rotating leadership point of contact led to unclear vision in execution

Priority Problem Statements

Problem Statement 1: Lack of consistent ADA follow up protocol
Root Cause 1: Systems and procedures not followed by Academy Lead Team.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of consistent intervention groups based on data
Root Cause 2: Intervention/SpEd teachers getting pulled for coverage
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Lack of consistent data tracking on a class by class level
Root Cause 3: Teachers and leaders did not have one consistent place to track data
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Lack of consistent professional development
Root Cause 4: High leader turnover cause breakdowns in systems
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Lack of celebrations for staff
Root Cause 5: Systems to celebrate not adhered to i.e. Teacher of the Month/Co Teacher of the month
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Lack of clear communication systems between Academy and College Prep
Root Cause 6: College prep utilizing Remind and Academy utilizing Class Dojo
Problem Statement 6 Areas: Perceptions

Problem Statement 7: Ineffective PTO
Root Cause 7: Rotating leadership point of contact led to unclear vision in execution
Problem Statement 7 Areas: Perceptions

Problem Statement 8: Lack of extracurricular activities
Root Cause 8: Did not have teachers that wanted to sponsor these activities
Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Lack of celebrations for ADA/Persistence

Root Cause 9: Breakdown in roll out of celebrations when SIS transitioned off campus.

Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- HB3 Reading and math goals for PreK-3
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- 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
- Homeless 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
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Other additional data

Goals

Goal 1: Increase staff retention

Performance Objective 1: IDEA Mays AC will retain 85% of its staff from 2022-2023 school year for the 2023-2024 school year.

High Priority

Evaluation Data Sources: Data collection

Strategy 1 Details			Reviews			
Strategy 1: Monthly think tank protocol to allow for upwards feedback			**Formative**			**Summative**
Staff Responsible for Monitoring: Principals/APIs/GTLs			**Oct**	**Jan**	**Mar**	**June**
TEA Priorities: Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture						
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 1: Increase staff retention

Performance Objective 2: 100% Safety Drill Execution

    High Priority

    Evaluation Data Sources: Monthly, Quarterly, Annually

    Summative Evaluation: Some progress made toward meeting Objective

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of IDEA Mays scholars will matriculate to college in 2023.

   High Priority

   Evaluation Data Sources: Data collection

Strategy 1 Details			Reviews			
Strategy 1: Weekly PTG with college counselors to see where we can support this goal.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of scholars matriculate to college			**Oct**	**Jan**	**Mar**	**June**
TEA Priorities: Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction						
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Goal 3: IDEA achieves an A rating

Performance Objective 1: All 3-5 core content subjects will earn 90% Approaches/ 70% Meets/40% Masters on STAAR Test for 2023.

    High Priority

    Evaluation Data Sources: STAAR Test Results

Strategy 1 Details				Reviews			
Strategy 1: Daily Exit Ticket Sorts and Tracking				**Formative**			**Summative**
Strategy's Expected Result/Impact: Data Driven Instruction				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Interventionist **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 **Funding Sources:** - Federal Grant							
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Lack of consistent intervention groups based on data **Root Cause**: Intervention/SpEd teachers getting pulled for coverage

Goal 3: IDEA achieves an A rating

Performance Objective 2: Scholars in 3rd grade will earn 90%Approaches/60%Meets/30%Masters on Reading and Math STAAR Test for 2023.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Mock STAARs and 2023 STAAR Test

    Summative Evaluation: Some progress made toward meeting Objective

Goal 3: IDEA achieves an A rating

Performance Objective 3: 60% of scholars in Special Education in 3-5 grades will achieve the Approaches benchmark on STAAR 2023.

High Priority

Evaluation Data Sources: 2023 STAAR Test

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Mays will have 97% average daily attendance by end of 22-23 School Year.

    High Priority

    Evaluation Data Sources: Powerschool data reporting

Strategy 1 Details		Reviews			
Strategy 1: Weekly Celebrations of success		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the percentage of scholars who are attending schools daily to at least 97%.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO/SIS/Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Interventionist - Federal Grant					
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

Goal 5: Increase student persistence

Performance Objective 1: IDEA Mays will have 90% of its students persist from 22-23 to 23-24 school year.

    High Priority

    Evaluation Data Sources: Data collection

Strategy 1 Details	Reviews			
Strategy 1: 5 positive contacts per week from teachers	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers complete a positive phone call per week.	**Oct**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Principal/API
 	
   TEA Priorities:
Recruit, support, retain teachers and principals, Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture
   Funding Sources: iLearning HotSpot Facilitator - Federal Grant				

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

Goal 5: Increase student persistence

Performance Objective 2: IDEA Mays will have 75% of scholars achieve Fitness Ambassador.

High Priority

Evaluation Data Sources: IHT Data Collection

Summative Evaluation: Some progress made toward meeting Objective

Title I Personnel

Name	Position	Program	FTE
	ILEARNING HOT SPOT FACILITATOR		1
	INTERVENTIONIST		1
Aaran Cuellar-Gryder	Interventionist	Title 1	1
Victor Sanchez	iLearning HotSpot	Title 1	0.5

Campus Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$0.00
4	1	1	Interventionist		$0.00
5	1	1	iLearning HotSpot Facilitator		$0.00
				Sub-Total	$0.00

Addendums

Master CNA & SAIP Reporting Checklist

				PTG		0%	PTG		0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**		**Principal Notes or Questions**	**VP Verification**		**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending			Action Required		
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts		Pending			Action Required		
		Comprehensive Needs Assessment 2022 Math	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year.	Pending			Action Required		
		Comprehensive Needs Assessment 2022 Science	For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending			Action Required		
		Comprehensive Needs Assessment 2022 Humanities		Pending			Action Required		
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending			Action Required		
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending			Action Required		
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending			Action Required		
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending			Action Required		

Campus Name
2022-23 Student Achievement Improvement Plan - College Prep
ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1A	Intervention-structured small group classes	S	low and bubble	Interventionist; teachers	August 8, 2022-May 28, 2023	Teachers, Interventionist	Walk-throughs, data tracker, student reports	Unit Exams, Semester Exams, 2023 STAAR
1A	RTI Committee	S	All	Interventionist, AC, API, PIR	August 8, 2022-May 28, 2023	Teachers, Interventionist	Walk-throughs, data tracker	Unit Exams, Semester Exams, 2022 STAAR
1A	Reading Mastery Machine	S	All	Reading Teacher	August 8, 2022-May 28, 2023	Reading teacher	Walk-throughs, data tracker	Unit Exams, Semester Exams, 2022 STAAR
1A	90/60/30 Meetings	S	low and bubble	Grade team, API, Counselors, PIR	August 8, 2022-May 28, 2023	All staff	Meeting notes	Unit Exams, Semester Exams, 2022 STAAR
2A	Staff Development	O	All	Administration, teachers	August 8, 2022-May 28, 2023	All AC Staff	APR	Round 1, 2, 3
2A	Staff Team and Family Outings	O	All	All Staff	August 8, 2022-May 28, 2023	All AC Staff	Calendar invites	Quarterly
2A	Weekly Hallway Huddles	O	All	GTLs	Aug - May	-	Persistence event tracker	Scholar Persistence
2A	Monthly pep rallies (AC and CP)	O	All	GTLs	Aug-May	-	Persistence event tracker	Scholar Persistence
2C	School Celebrations	O	All	All Staff	August 8, 2022-May 28, 2023	All AC Staff	Tactical notes, FB/PW Posts	Quarterly

Campus Name

2022-23 Student Achievement Improvement Plan - College Prep

ACADEMY

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

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

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

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

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

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

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

    1E. Earned State Rating: A

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

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

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

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

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

    1K. Average ACT score: 21

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

PRIORITY #2: Build a Strong & Sustainable Organization

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

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

    2B. %Average Daily Attendance: 97.50%

    2C. New Student Persistence: 90%

    2D. Operating Income: $133M

    2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

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

    3B. Enrollment in August 2020: 83,894

    3C. Schools in operation in August 2020: 149

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

Needs Assessment

    S-STAAR

    D-DIBELS

    E-EOC

    A-ACT

    RR-Reading Renaissance

    ST-STAR for Math

    DR-Discipline Report

    AP-AP Tests

    O-Other

Special Populations

    All

    AR-At Risk

    ELL-English Language Learners

    ED-Economically Disadvantaged

    M-Migrant

    SE-Special Education

Campus Name

Comprehensive Needs Assessment ACADEMY					
Data Sources: Eureka Math & Electives Academy					
	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	**NA**	**100%**	**NA**	**91%**	**57%**	57%
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	89	83	94	57%	43%	
% Meets	64	59	59			
% Masters	31	31	14			
% Student Achievement Average	61	58	56			
% Meet 2 year growth	Met Goal	Met Goal	Met Goal			
Data Source: CSI Academy					
	Math AC CSI					
% CSI (EOY Ren.)	25%					
% of CSI Passing STAAR						
% of SPED Passing STAAR	70%					

Reflections	
Areas of Strength	**Areas of Need**
1 TEK aligned practice	1 Consistent Data Tracking
2 Data Driven Decisions	2 Consistent Intervention Groups
3 Grouping based off needs	3 Rigorous Lesson Plans

Campus Name

Comprehensive Needs Assessment ACADEMY					
Data Sources: DI ELA & Electives					
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	**N/A**	**91%**	**91%**	**92%**	5%	42%
					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	85%	95%	NA	NA
% Meets	57%	76%	NA	NA
% Masters	29%	51%	NA	NA
SAS	57	74	NA	NA
% Student Achievement Average	57%	74%	NA	NA

Data Source: CSI	
% Meeting CSI Goal	**Reading AC CSI**
% CSI (EOY Ren.)	25%
% of CSI Passing STAAR	Met Goal
% of SPED Passing STAAR	70%

Reflections	
Areas of Strength	**Areas of Need**
1 Novel studies supported by expository text, poems, and dramas.	1 Protected pull out times/groups for CSI
2 Graphic organizers and background knowledge visuals provided to support ELL and SPED scholars.	2 Targeted groups created to push collaborative learning and comprehension in AR.
3 Provision of skills-based intervention.	3 Rigorous writing and comprehension opportunities for 2nd grade.

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students						
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	82					
% Meets	54					
% Masters	27					
% Student Achievement Average	54					

Reflections	
Areas of Strength	**Areas of Need**
1 TEK aligned practice	1 Consistent Data Tracking
2 Data Driven Decisions	2 Consistent Intervention Groups
3 Grouping based off needs	3 Rigorous Lesson Plans

Campus Name

	Comprehensive Needs Assessment ACADEMY						
	Data Sources: Humanities Pk-2						
	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students					85/57/27	95/76/51	91/70/50

Reflections	
Areas of Strength	**Areas of Need**
1 Cross curriculum lesson planning (ELA based)	1 Consistent coaching in Social Studies Content
2 Project based learning opportunities	2 Data driven decision making
3 Small group intervention	

Campus Name

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	**8%**6	**8%**6	**8%**6	**8%**6	
% Intermediate	**37%**28	**37%**28	**37%**28	**37%**28	
% Advanced	**39%**29	**39%**29	**39%**29	**39%**29	
% Advanced High	**16%**12	**16%**12	**16%**12	**16%**12	

Reflections	
Areas of Strength	**Areas of Need**
1 Visuals and background knowledge vocabulary discussions consistently provided, especially in ELA.	1 Tutoring/pull out groups that focus on practicing listening/speaking skills.
2 Trackers that prioritized ELL and SPED scholars.	2 Consistent use of programs like Imagine Learning and DISE
3 Accommodations consistently reviewed at LPACs/ARDs and implemented in classrooms/testing.	3 Trackers that show scholar growth in domains they are tested in, not just STAAR/EOMs

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	40%
% Instructional Support Retention	84%
% Teacher Retention	89%
% Campus Support Retention	100%
% SPED Teachers	75%
% State/National Certified Teachers	
% State Certified Leaders	
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	

Reflection	
Areas of Strength	**Areas of Need**
1 High performing teacher retention	1 Low Leader Retention
2 100% Grade Team Leader retention	2 Lack of consistent professional development
3 Promotion of internal co-teachers and teachers to higher level positions.	3 Lack of consistent teacher/leader celebrations.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.03
% Overall Persistence	88.73
% New Student Persistence	83.56
# of Admin Withdrawals/ Level 3 Offenses	1

		Campus %
% Sped	11.57%	11.57%
% ELL		
% Eco Dis	65.58%	65.58%
% Migrant	0.00%	0.00%
% Race-American-Indian-Alaska-Native	0.00%	0.00%
% Asian	1.14%	1.14%
% Multi	1.28%	1.28%
% Black-African-American	10.13%	10.13%
Native-Hawaiian-Pacific-Islander	0.00%	0.00%
% Hispanic/Latino	79.60%	79.60%
% White	7.85%	7.85%
% Male	49.93%	49.93%
% Female	50.07%	50.07%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 Higher number of family engagement events.	1 Lack of consistent ADA follow up proto
2 Strong behavior culture set and upheld schoolwide.	2 Consistent positive touchpoints
3	3 Curriculum night for parents to be taught expectations.

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Comprehensive Needs Assessr
ACADEMY
Data Source: Family and Community I
% Families Attended WTI
% Families Attended Curriculum Night
% Families Who Attended EOY Ceremonies
% Families who attended Fall Festival
% Families who attended Winter Festival
% Families who attended Spring Festival

Reflection		
Areas of Strength	Areas of Need	
1. Better advertising after 1st semester	1. Counting attendance	
2. Word of mouth following events.	2. Clear methods/systems for fundraising (MySchoolsBucks)	
3. Partnerships with local vendors to su	3. Security for event control	
	4. Less red tape. Over regulation has lead to apathy.	
	New loops to jump through can hinder the timetable.	

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Involvement	
Percentage	
80%	
NA	
95%	
NA	
NA	
90%	