

IDEA Public Schools

McAllen 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

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps



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**

School Pledge

Team and Family

Inspire Each Other

Grow and Learn

Ensure Equity

Regulate Your Emotions

Respect Others

Own Your Actions

Act with Integrity

Reach Out for Help

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Comprehensive Needs Assessment

Revised/Approved: September 8, 2022

Demographics

Demographics Summary

IDEA McAllen sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. Personalized learning, critical thinking skills, mastery of core subjects is our recipe for success.

Our goal is to lead a transformational school where adults work relentlessly to build balanced students: students who are academically solid and emotionally intelligent. This approach best positions students to be contributing members of their community and our larger world.

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): IDEA McAllen has not met student persistence at 90%. IDEA McAllen has not met new student persistence at 90%. **Root Cause:** One of the highest reasons of students unenrolling in our campus was that there was a lack of parent communication between teacher and parents. Parents did not know how their students were performing or the importance of bringing their child to school daily.

Problem Statement 2 (Prioritized): The 21-22 school year reflected a significant increase in student behavioral issues. Student satisfaction data dropped from the 20-21 school year. **Root Cause:** Our students lost socialization and structure because of disrupted daily life, including invaluable interactions and expectations from their participation in school. There has not been consistency with Morning Meetings and Move this World where these skills are taught and practiced.

Student Learning

Student Learning Summary

During the Semester Exams administered in December, the campus was projected to be rated a D by TEA. Following this exam our campus made lesson preparation, data driven decisions, and tracking a priority. For the 21-22 school year our overall TEA rating was 97. Student achievement was 86. School Progress was 96, and Closing the Gaps was 100.

Students in the lower grades (PK-2nd) ended the year at 96% on or above grade level. All PK-2nd graders met the 90/60/30 goal in math, science, and social studies.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students have demonstrated poor writing skills and poor command of English tenses and grammar in their student responses. Students have not demonstrated strong justification skills when speaking orally or in their writing. **Root Cause:** Our students poor writing skills are influenced by a combination of factors that include re-assignments of teachers, teacher training, school culture of accountable talk, and in-service training.

Problem Statement 2 (Prioritized): There is a lack of teacher planning for student differentiation--meeting the needs of all learners on a consistent basis. **Root Cause:** Two significant barriers to differentiation: lack of training and limited access to differentiated material.

School Processes & Programs

School Processes & Programs Summary

Our campus develops instructional leaders by creating a weekly operating mechanisms of Leader Development Time. During this time, we focus on our School Leadership Levels. Leaders are provided PD and practice skills in the field.

During our annual leader stepback management roles and responsibilities are communicated and changes are made based on feedback.

During our weekly instructional rounds, campus trends are identified to identify gaps in teacher knowledge and professional development is scheduled. Assistant Principal of Instructions hold monthly API time to provide professional development based on classroom observations and data.

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): Only 60% of our staff feel that they are encouraged to balance their work life and their personal life. Only 60% of our staff feel that their opinions count. **Root Cause:** Lack of guidance on how to maximize planning time and backwards plan for tasks and deadlines. More operating mechanisms needed on how to provide ongoing feedback to administration.

Problem Statement 2 (Prioritized): Staff feel a lack of community amongst themselves and administration **Root Cause:** There has been a lack of emphasis on team work and frequent team building.

Perceptions

Perceptions Summary

Our staff retention for the 21-22 school year was 92%. This was a drop from 100% from the previous year. We lost a total of 4 staff members with 1 staff member being a non-renewal.

See PDF in Addendum.

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents are unclear about how to best support children with our curricula. Parent satisfaction survey data has dropped from 20-21 school year. **Root Cause:** We haven't held in person curriculum nights and parents do not know the best way to support at home. Parent mindset has shifted post pandemic--it has become harder to create strong school investment.

Priority Problem Statements

Problem Statement 1: There is a lack of teacher planning for student differentiation--meeting the needs of all learners on a consistent basis.

Root Cause 1: Two significant barriers to differentiation: lack of training and limited access to differentiated material.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students have demonstrated poor writing skills and poor command of English tenses and grammar in their student responses. Students have not demonstrated strong justification skills when speaking orally or in their writing.

Root Cause 2: Our students poor writing skills are influenced by a combination of factors that include re-assignments of teachers, teacher training, school culture of accountable talk, and in-service training.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Only 60% of our staff feel that they are encouraged to balance their work life and their personal life. Only 60% of our staff feel that their opinions count.

Root Cause 3: Lack of guidance on how to maximize planning time and backwards plan for tasks and deadlines. More operating mechanisms needed on how to provide ongoing feedback to administration.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Staff feel a lack of community amongst themselves and administration

Root Cause 4: There has been a lack of emphasis on team work and frequent team building.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: IDEA McAllen has not met student persistence at 90%. IDEA McAllen has not met new student persistence at 90%.

Root Cause 5: One of the highest reasons of students unenrolling in our campus was that there was a lack of parent communication between teacher and parents. Parents did not know how their students were performing or the importance of bringing their child to school daily.

Problem Statement 5 Areas: Demographics

Problem Statement 6: The 21-22 school year reflected a significant increase in student behavioral issues. Student satisfaction data dropped from the 20-21 school year.

Root Cause 6: Our students lost socialization and structure because of disrupted daily life, including invaluable interactions and expectations from their participation in school. There has not been consistency with Morning Meetings and Move this World where these skills are taught and practiced.

Problem Statement 6 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Other PreK - 2nd grade assessment data

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

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent 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: IDEA McAllen will increase retention to be above 85% schoolwide with both instructional and operational staff members.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Each manager will incorporate a 2 way feedback structure into each operating mechanism (check ins) Strategy's Expected Result/Impact: Staff retention Staff Responsible for Monitoring: Principal Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase staff retention

Performance Objective 2: Conduct 2 formal touchpoints by Principal each year with 100% of staff members and implement 2-3 schoolwide changes based on feedback

Strategy 1 Details	Reviews			
Strategy 1: Utilize feedback from touchpoints and take formal action based on what was heard most frequently Strategy's Expected Result/Impact: GPTW results will improve during spring administration Staff Responsible for Monitoring: Principal, PIR, instructional staff	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: All IDEA students matriculate to college

Performance Objective 1: IDEA McAllen Campus meets or exceeds enrollment target, as set by the IPS Board of Directors, by the homeroom period on the 11th day of school of the 2023-2024 school year







High Priority

Strategy 1 Details	Reviews			
Strategy 1: Assist with recruitment and persistence efforts Strategy's Expected Result/Impact: Students attend and graduate from a college or university Staff Responsible for Monitoring: APO Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college	Formative			Summative
	Oct	Jan	Mar	June
	<div><div></div>100%</div>	<div><div></div>100%</div>	<div><div></div>100%</div>	
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: IDEA achieves an A rating

Performance Objective 1: Increase 3rd reading STAAR & 3rd grade math STAAR performance

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Ensure first time teach is strong, fidelity to rehearsals and strong leader lesson plan feedback Strategy's Expected Result/Impact: Results will improve-90/60/30 Staff Responsible for Monitoring: API Title I: 2.4 - TEA Priorities: Build a foundation of reading and math	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 2: Increase math performance in grades 3-5 to ensure 100% of targets in Domain 3 are met

Goal 3: IDEA achieves an A rating

Performance Objective 3: 60%+ of our Special Education students will hit "meets" targets






High Priority

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted instruction based on individual needs-utilize remediation and reteach strategies daily (or as needed) to reach mastery on the concept Strategy's Expected Result/Impact: Increase in student meet performance Staff Responsible for Monitoring: PIR Title I: 2.4 - TEA Priorities: Build a foundation of reading and math	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 4: Meet 42% goal of EB students growing one or more levels on TELPAS to meet TELPAS indicator for accountability

High Priority

Strategy 1 Details	Reviews			
Strategy 1: All grades Kinder-5th will ensure EB students meet 42% benchmark or higher Strategy's Expected Result/Impact: Meet TELPAS indicator for 22-23 accountability Staff Responsible for Monitoring: Instructional Staff, EL Coordinator, Testing Coordinator Title I: 2.6 Problem Statements: Student Learning 1 Funding Sources: - Federal Grant - \$55,500, - Federal Grant - \$57,499.99, - Federal Grant - \$40,692.96	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students have demonstrated poor writing skills and poor command of English tenses and grammar in their student responses. Students have not demonstrated strong justification skills when speaking orally or in their writing. Root Cause: Our students poor writing skills are influenced by a combination of factors that include re-assignments of teachers, teacher training, school culture of accountable talk, and in-service training.

Goal 4: Increase student daily attendance

Performance Objective 1: 100% of students absent will be contacted on a daily basis to ensure parent accountability and fidelity with district escalation matrix

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Utilize grade level chats and leverage both teachers and leaders to invest parents in being at school everyday and follow up as needed to ensure healthy attendance patterns Strategy's Expected Result/Impact: Attendance will be above 97% Staff Responsible for Monitoring: APO Title I: 2.5 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
	 10%	 45%		
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Increase student daily attendance







Performance Objective 2: Lead team members will meet with high priority students who have excessive absences

Evaluation Data Sources: None

Goal 5: Increase student persistence

Performance Objective 1: 90% of students will persist into the following school year (23-24)

High Priority

Strategy 1 Details	Reviews			
Strategy 1: Create a welcoming environment where students feel a great sense of belonging and WANT to be in school. Students and parents feel safe coming every day. Strategy's Expected Result/Impact: Persistence will show an increase from 21-22 Staff Responsible for Monitoring: Counselor Title I: 2.4 - TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase student persistence







Performance Objective 2: Teachers and lead team members will utilize mission list to prioritize students of concern and take action to meet with families and determine root causes and solutions

High Priority

Evaluation Data Sources: None







Goal 5: Increase student persistence

Performance Objective 3: Adopt policies and practices that create safe and supportive environments to include violence prevention and intervention

Strategy 1 Details	Reviews			
Strategy 1: Create opportunities to have anti-bullying presentations and educate students about the dangers of bullying and hurting others	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Reinforce usage of Move this World Social Emotional Curriculum at least 3x a week to help build strategies for both students and teachers to follow	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Increase student persistence

Performance Objective 4: Follow guidelines as per Healthy Kids Initiative as part of school programming

Strategy 1 Details	Reviews			
Strategy 1: Enforce only health snacks while at school and invest families and students on purpose	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Plan for 1-2 Health Related Events to promote wellness and physical activity and invite families, staff, and students to attend	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Paula Cantu	Pre-K Teacher	Title 1	1
Juliana Ramon	Pre-K Co-Teacher	Title 1	1
Latasha Aguayo	Kinder Teacher	Title 1	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Darlene Espinoza	Principal
Administrator	Rebecca Ornelas	Principal In Residence
Administrator	Darcy Ahlman	Assistant Principal of Instruction
Administrator	Ana Flores	Assistant Principal of Instruction
Administrator	Lilia Troncoso	Assistant Principal of Instruction
Administrator	Edna Cantu	School Counselor
Administrator	Ashley Francis	Assistant Principal of Operations
Classroom Teacher	Dalia Camargo	Classroom Teacher
Classroom Teacher	Latasha Aguayo	Classroom Teacher
Classroom Teacher	Velma Cantu	Classroom Teacher
Classroom Teacher	Sandra Rocha	Classroom Teacher
Classroom Teacher	Nesby Garcia	Classroom Teacher
Classroom Teacher	Erika Briseno	Classroom Teacher
Classroom Teacher	Margaret Rogers	Classroom Teacher

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	4	1			\$57,499.99
3	4	1			\$55,500.00
3	4	1			\$40,692.96
Sub-Total					\$153,692.95

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	0%	PTG	0%
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than Januarv 31, 2023.	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP	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	
	CampusIB Reports	Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
	EOY Assessments	Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State Telpas Report	Comprehensive Needs Assessment 2022 Telpas	This data set will outline the <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State Telpas report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending	Pending official July Telpas reports	Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	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	

IDEA McAllen 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/Decrease by X%	Outcome	Increase/Decrease 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			

Annual Performance Objective

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: 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. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading | Language | (Year 1 Campuses): 80% | 80% | 80%
- 1G. % of 2nd Students End The Year On/Above Grade Level in Reading (Year 2+ Campuses): 90%
- 1H. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1I. Average ACT score (Class of 2020, September 2019): 21
- 1J. % 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
- 2B. %Average Daily Attendance | # Average Daily Attendance: 97.50% | 48,817
- 2C. Student Persistence: 90%
- 2D. Operating Income: \$101M
- 2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2020: 64,455
- 3C. Schools in operation in August 2020: 125
- 3D. Total Funds Raised (millions): \$70M

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 McAllen 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%	98%	91%	92%	20.36%	78%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					n/a	n/a

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	
% Approaches	80	86	92	
% Meets	55	57	72	
% Masters	30	33	50	
SAS	55	59	71	
% Student Achievement Average	55	59	71	

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI	
% CSI (EOY Ren.)	69%	
% of CSI Passing STAAR	53%	
% of SPED Passing STAAR	77%	

Reflections

Areas of Strength	Areas of Need
1 Fidelity to exit ticket execution and tracking and responding to data in a timely manner	1 Lesson Planning differentiation--meeting the needs of all learners on a consistent basis/sub pops
2 Rotations were truly helpful in being able to allow teacher modeling to take place and break down the lesson	2 3rd grade cohort (rising 4th graders) will need a lot of support with foundational skill building/text analysis and writing-we had 20% of students not meet approaches level
3 Teachers were mostly receptive to feedback and willing to try new strategies	3 Teachers will need to understand the shifts in the ELA exam for this upcoming year and will need to teach explicit writing instruction where evidence is a part of responses on a daily basis

IDEA McAllen 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%	100%	100%	100%	79%	n/a

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	75	74	84	71%	n/a	
% Meets	35	49	44			
% Masters	12	28	16			
% Student Achievement Average	41	50	48			
% Meet 2 year growth						

Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	62%	
% of CSI Passing STAAR	47%	
% of SPED Passing STAAR	58%	

Reflections

Areas of Strength	Areas of Need
1. Standard Alignment of Keypoints	1. Rehearsals starting BOY
2 Strong and intentional STAAR aligned resources used daily	2. Differentiation in lesson plans for sub pops
3. Fidelity to ET execution and tracking	3. Ensuring daily access points for students/DPA

IDEA McAllen Academy

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%	100%	100%	100%

Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches	84	
% Meets	55	
% Masters	26	
% Student Achievement Average	55	

Reflections

Areas of Strength	Areas of Need
1. Content Knoweldge and STSS in lesson planning	1. Planning for all stimuli in standard
2. Student work was tailored to include more lab work and hands on activitiwa	2. Fiedleity to Aggressive Monitoring
3. Brings science lessons to life with real-world applications.	3. Keypoint alignment to the standard

IDEA McAllen Academy

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	100%	100%	100%	100%	100%	100%	100%

Reflections

Areas of Strength	Areas of Need
1. Alignment between two teachers teaching same content in grade level	1. 1:1 Student resources of literature
2. Fidelity to the unpacking of unit plan	2. Alignment of keypoints into daily unpacking
3. Continual adjustment of humanities lesson plans based on students' assessment evaluations	3. Engage students at a high level through student practice

IDEA McAllen Academy

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%	18%	13%	18%	59% overall
% Intermediate	19%	46%	29%	37%	
% Advanced	38%	29%	25%	26%	
% Advanced High	35%	7%	32%	19%	

485 total students

Reflections

Areas of Strength	Areas of Need
1. Daily tracking of EL pops through exit ticket tracker	1. Lesson plans should be more intentional in providing a daily language objective and ensuring L, S, R, and W are practiced daily
2. CSI team provided build in intervention period for DICE program	2. Lack of teacher knowledge in building in class support system for our EL pops
3. Instruction was interactive, hands-on, collaborative and meaningful to students.	3. Strong use of accountable talk visible/hear in all PK-5th

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	83%
% Teacher Retention	96.88%
% Campus Support Retention	100%
% SPED Teachers	100%
% State/National Certified Teachers	10%/0
% State Certified Leaders	63%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	7

Reflection	
Areas of Strength	Areas of Need
1. Interview Committees made up of LT and teachers	1. GTL feedback and buy in for identification of 22-23 strategies for work life balance/emotionally safe place to work
2. Interview Questions include non negotiables for campus	2. One page for each position on list of responsibilities/duties
3. Yearlong Appreciation incentives/GPTW reflection and next steps	3. Emphasis on team work and team building, monthly tiger night for recognitions/birthdays

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Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	92.78%
% Overall Persistence	94.39%
% New Student Persistence	90.12%
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	2.45%
% ELL	63.05%
% Eco Dis	78.21%
% Migrant	0%
% Race: American-Indian-Alaska- Native	0%
% Asian	1.98%
% White-Hispanic	4.66%/92.66%
% Multi	0%
% Black-African-American	0.70%
% Native-Hawaiian-Pacific-Islander	0%
% White	4.66%
% Male	49.88%
% Female	50.12%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1. APO/Principal Meetings with continual absent families	1. Focus on daily SEL/Weekly Culture Rounds-revamping of school wide systems for accountability
2. Daily teacher calls to absent students/parents	2. Increased communication between teacher and parents of what learning for the week includes
3. Persistence Meetings w/AC and lead team prioritized in order to retain student(s)	3. Year long calendar for family/community involvment

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Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	94%%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	95%%
% Families who attended Fall Festival	60%
% Families who attended Winter Festival	N/A
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	Areas of Need
1 Strong PTO leadership	1. Yearlong calendar for teachers, students, families on school wide events
2. Established events throughout the year that yield high involvement from community and families	2 Prioritizing spring events throughout the year to be just as successful as fall events
3 Strong communication from OPS team to secure high attendance rate	3 Develop a curriculum night opportunity for parents to know and better understand schoolwide curriculum