IDEA Public Schools

Mesquite Hills Academy

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: October 21, 2022
Public Presentation Date: September 14, 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.

IDEA Mesquite Hills Campus Vision:

Our family puts scholars first by building relationships, creating a culture of achievement, instilling academic risk-taking, and developing a strong work ethic that prepares them for success in college and citizenship.

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

IDEA Mesquite Hills is in its founding year. Launching in 2021 we started with PreK, Kinder, 1st and 2nd grades. Every year we will add another grade level till we are fully scaled to 5th grade. We are an open enrollment charter school, non profit, free tuition public school. We started with 412 scholars. We have all special programs, including general sped, RISE sped unit (self contained), 504, Bilingual, and RTI.

Our goal is to ensure every scholar is at or above grade level in reading and in math. We believe our academy provides scholars the fundamental building blocks to set a child on the path to college.

See PDF in Addendum for more information

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights) **Root Cause:** Limited opportunities for parents to come to our campus were offered.

Problem Statement 2 (Prioritized): More positive reinforcement/incentives for good behavior (play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) **Root Cause:** Previous counselor was new and shared and found it hard to prioritize time to create fun events at school.

Problem Statement 3: More extracurricular activities- staff volunteer (after school programs ex: art, spanish, music (singing) **Root Cause:** Funds were prioritized for afterschool care and BOY and closing the achievement gap via tutoring, intersession classes, and Saturday School.

Student Learning

Student Learning Summary

63% of our PreK through 2nd grade met their goal of at or above reading level. Students have made huge strided in decoding, reading fluency and comprehension. In the early grades, this started with letter recognition and sounds. We did very well in Math in Prek they had 100% on level in DISTAR Math. Kinder through 2nd grade had an overall of 87% approaching grade level.

All of our scholars received intervention primarily in reading to close gaps caused by the COVID pandemic. In comparison with other year 1 schools in the district, we were 2% higher that the overall district in DI reading.

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): In person training during BOY and on going training/incorpotate aggresive monitoring. Math Coach/Regional Coach visit campus on a regular basis. **Root Cause:** Most all trainings were virtual or via Roadmaps, with very little in person or hands on.

Problem Statement 2 (Prioritized): Alternate tutoring days and intervention times between math and reading for low students **Root Cause:** Reading was prioritized as the initial intervention focus.

Problem Statement 3 (Prioritized): Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. **Root Cause:** Teachers were unfamiliar with program and the data tracking.

Problem Statement 4: Use planning time once a week to unpack upcoming lessons and prepare activities. **Root Cause:** Master schedule did not allow for more that 30 minutes of teacher planning.

Problem Statement 5: More fluency practice, start of book clubs and tracking of AR data in all ELA/Reading classrooms. **Root Cause:** AR and book clubs started late in the year.

School Processes & Programs

School Processes & Programs Summary

We start to develop instrucitonal leaders in the classroom and with grade and content team leaders. We have a Teacher Foundational Leadership program that teachers attend to understand instrucitonal leadership and management of teams. Each teacher leader has a job description with goals.

We start with a scope and sequence for professional development based on the GET (Guidance for Excellent Teaching) and its power strands and rows. We also use the Get Better Faster waterfall to ensure our teachers master certain things in classroom managment and rigor first.

As instructional leaders, we prioritize instructional rounds, following our coaching cycle and taking time to dive into data with data conversations and SWAMS (student work analysis meetings)

See PDF in Addendum for more information.

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

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

SEL/ Mental Health and Family Engagement

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

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

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

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

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause:** Behavior interuptions took away from the coaching cycle of teachers.

Problem Statement 2 (Prioritized): Additional coaching in parent relation building, classroom behavior management and organizational systems for priortization for student results. **Root Cause:** Consistent behavior system not used as a campus. Teacher not taught how to orgnazie work or how to build relationships with parents.

Problem Statement 3: Establish team building inside and outside of work **Root Cause:** Very little team building was implemented into Pd and due to covid, gathering outside of school was not planned.

Perceptions

Perceptions Summary

We had 75% new student retention in our first year as a school. The three major reasons is Military Relocation, Movers to another State or City and Transportations.

When there is conflict we get both sides and ask for a coversation with a mediator. If a leader can not we involve HR.

In our first year we had 85% staff retention. Since it was our first, we do not have a comparison. Teachers and staff do know that the work is extensive with high expectations. Last year, we did have poor teacher attendance mostly due to COVID and other sickness.

87% of our staff Agree with statements that this is a Great Place to Work.

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): Detailed event planning with specifics (vendors, activities, sponsors, communication materials/food) **Root Cause:** Last minute event planning and with no GRPI.

Problem Statement 2 (Prioritized): Individualize the event by class/teacher--find your teacher at the event for your activity/incentive EXC **Root Cause:** Events were not specialized by class, grade level or content.

Problem Statement 3: Capture data for attendees for all family engagement events, quarterly awards, curriculum nights, festivals etc. **Root Cause:** We did not have an effective way to campture how many attendees we had even with the use of RSVP.

Priority Problem Statements

Problem Statement 1: More positive reinforcement/incentives for good behavior (play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition)
Root Cause 1: Previous counselor was new and shared and found it hard to prioritize time to create fun events at school.
Problem Statement 1 Areas: Demographics

Problem Statement 2: More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights)
Root Cause 2: Limited opportunities for parents to come to our campus were offered.
Problem Statement 2 Areas: Demographics

Problem Statement 3: In person training during BOY and on going training/incorpotate aggresive monitoring. Math Coach/Regional Coach visit campus on a regular basis.
Root Cause 3: Most all trainings were virtual or via Roadmaps, with very little in person or hands on.
Problem Statement 3 Areas: Student Learning

Problem Statement 4: Alternate tutoring days and intervention times between math and reading for low students
Root Cause 4: Reading was prioritized as the initial intervention focus.
Problem Statement 4 Areas: Student Learning

Problem Statement 5: Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts.
Root Cause 5: Teachers were unfamiliar with program and the data tracking.
Problem Statement 5 Areas: Student Learning

Problem Statement 6: Fidelity to coaching cycle to include the exemplar and modeling.
Root Cause 6: Behavior interuptions took away from the coaching cycle of teachers.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Additional coaching in parent relation building, classroom behavior management and organizational systems for priortization for student results.
Root Cause 7: Consistent behavior system not used as a campus. Teacher not taught how to orgnazie work or how to build relationships with parents.
Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Detailed event planning with specifics (vendors, activities, sponsors, communication materials/food)
Root Cause 8: Last minute event planning and with no GRPI.
Problem Statement 8 Areas: Perceptions

Problem Statement 9: Individualize the event by class/teacher--find your teacher at the event for your activity/incentive EXC

Root Cause 9: Events were not specialized by class, grade level or content.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- 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 department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of all 22-23 staff will return on the first day of school for the 23-24 school year.

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Build Relationships and Communication -Ensure weekly Check-ins/Coaching which include temperature checks through ILT weekly meetings. **Strategy's Expected Result/Impact:** Increase staff retention **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause**: Behavior interuptions took away from the coaching cycle of teachers.

Goal 1: Increase staff retention

Performance Objective 2: 80% of staff will say that this is a Great Place to Work

High Priority

Evaluation Data Sources: GPTW Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Celebrate Teacher/Co-teacher of the Month at faculty meeting and concuct TCP Recognition events. **Strategy's Expected Result/Impact:** 80% or more on GPTW survey **Staff Responsible for Monitoring:** Griselda Lopez **TEA Priorities:** Recruit, support, retain teachers and principals	100%	100%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Assess staff for needed professional development **Strategy's Expected Result/Impact:** Impactful Professional Development **Staff Responsible for Monitoring:** APIs **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 1 - School Processes & Programs 2	70%	75%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: In person training during BOY and on going training/incorpotate aggresive monitoring. Math Coach/Regional Coach visit campus on a regular basis. **Root Cause**: Most all trainings were virtual or via Roadmaps, with very little in person or hands on.

School Processes & Programs
Problem Statement 2: Additional coaching in parent relation building, classroom behavior management and organizational systems for priortization for student results. **Root Cause** : Consistent behavior system not used as a campus. Teacher not taught how to orgnazie work or how to build relationships with parents.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: A Rating

High Priority

HB3 Goal

Evaluation Data Sources: STAAR results

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Interventionist tracks data to create small group Intervention **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** APIs **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2, 3 **Funding Sources:** Interventionist - Federal Grant	100%	100%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Alternate tutoring days and intervention times between math and reading for low students **Root Cause**: Reading was prioritized as the initial intervention focus.
Problem Statement 3: Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. **Root Cause**: Teachers were unfamiliar with program and the data tracking.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: 90% student persistence

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure at lease 3 Family Engagement Events each quarter. **Strategy's Expected Result/Impact:** Increased family involvement and engagement **Staff Responsible for Monitoring:** School Counselor **Title I:** 4.1 **Problem Statements:** Demographics 1 - Perceptions 1, 2	100%	100%		

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights) **Root Cause**: Limited opportunities for parents to come to our campus were offered.

Perceptions
Problem Statement 1: Detailed event planning with specifics (vendors, activities, sponsors, communication materials/food) **Root Cause**: Last minute event planning and with no GRPI.
Problem Statement 2: Individualize the event by class/teacher--find your teacher at the event for your activity/incentive EXC **Root Cause**: Events were not specialized by class, grade level or content.

Goal 2: All IDEA students matriculate to college

Performance Objective 3: 97% ADA

High Priority

Evaluation Data Sources: Increased ADA

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: BOY professional development on importance of ADA. **Strategy's Expected Result/Impact:** Increased ADA **Staff Responsible for Monitoring:** APO **Title I:** 4.1 **Problem Statements:** School Processes & Programs 2	100%	100%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Additional coaching in parent relation building, classroom behavior management and organizational systems for priortization for student results. **Root Cause** : Consistent behavior system not used as a campus. Teacher not taught how to orgnazie work or how to build relationships with parents.

Goal 3: IDEA achieves an A rating

Performance Objective 1: 90/60/30% performance in 3rd Grade Reading and Math STAAR by EOY

High Priority

HB3 Goal

Evaluation Data Sources: STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide professional development on GET Power Strands, Get Better Faster **Strategy's Expected Result/Impact:** Increased student success data **Staff Responsible for Monitoring:** API **Problem Statements:** Student Learning 1	100%	100%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Lesson planning, lesson rehearsals and script practice **Strategy's Expected Result/Impact:** Increased student success **Staff Responsible for Monitoring:** API **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1	100%	100%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use interventionist to improve 2nd and 3rd grade reading **Strategy's Expected Result/Impact:** Increased reading scores **Staff Responsible for Monitoring:** API and Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2, 3 **Funding Sources:** Interventionist - Federal Grant	100%	70%		

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: In person training during BOY and on going training/incorpotate aggresive monitoring. Math Coach/Regional Coach visit campus on a regular basis. **Root Cause**: Most all trainings were virtual or via Roadmaps, with very little in person or hands on.
Problem Statement 2: Alternate tutoring days and intervention times between math and reading for low students **Root Cause**: Reading was prioritized as the initial intervention focus.
Problem Statement 3: Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. **Root Cause**: Teachers were unfamiliar with program and the data tracking.
School Processes & Programs
Problem Statement 1: Fidelity to coaching cycle to include the exemplar and modeling. **Root Cause**: Behavior interuptions took away from the coaching cycle of teachers.

Goal 3: IDEA achieves an A rating

Performance Objective 2: 90% of all PreK-3rd at or above grade level in Reading and Math

High Priority

HB3 Goal

Evaluation Data Sources: DI online, Locus Dashboard, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: DI Problem Solving calls next steps implemented weekly **Strategy's Expected Result/Impact:** Increased lesson progress and mastery **Staff Responsible for Monitoring:** API **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 3	100%	100%		

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. **Root Cause**: Teachers were unfamiliar with program and the data tracking.

Goal 3: IDEA achieves an A rating

Performance Objective 3: Ensure 100% of Special population students receive intervention or tutoring in Reading and Math.

High Priority

Evaluation Data Sources: DI online, locus dashboard or STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Interventionist manages weekly data for all struggling groups **Strategy's Expected Result/Impact:** Increased reading and math **Staff Responsible for Monitoring:** API **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2, 3 **Funding Sources:** Interventionist - Federal Grant				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: Alternate tutoring days and intervention times between math and reading for low students **Root Cause**: Reading was prioritized as the initial intervention focus.
Problem Statement 3: Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts. **Root Cause**: Teachers were unfamiliar with program and the data tracking.

Goal 4: Increase student daily attendance

Performance Objective 1: 97% over all student Average Daily Attendance Rate

High Priority

Evaluation Data Sources: Power IB dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: *Ensure grade level teams celebrations by having monthly ADA incentives. **Strategy's Expected Result/Impact:** Increase ADA **Staff Responsible for Monitoring:** APO **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2	100%	100%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Daily huddle for phone calls to absent scholars then follow up calls for those not reached in the AM **Strategy's Expected Result/Impact:** Increase ADA **Staff Responsible for Monitoring:** APO **Title I:** 2.5 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1	100%	100%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights) **Root Cause**: Limited opportunities for parents to come to our campus were offered.

Demographics
Problem Statement 2: More positive reinforcement/incentives for good behavior (play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) **Root Cause**: Previous counselor was new and shared and found it hard to prioritize time to create fun events at school.

Goal 5: Increase student persistence

Performance Objective 1: 90% of 22-23 new and students will return for the 23-24 school year

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Create a Culture of Joy by holding Pep Rally's at least once a month or host competitive challenges **Strategy's Expected Result/Impact:** Increased student persistence **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.5, 4.1 **Problem Statements:** Demographics 2 - Perceptions 1, 2	100%	100%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Weekly communication Remind, social media and Parent Newsletter with announcements or upcoming events. **Strategy's Expected Result/Impact:** Increase student and Parent Investment **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.5, 4.1, 4.2 **Problem Statements:** Demographics 1 - Perceptions 1, 2	100%	100%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Family Engagement Events **Strategy's Expected Result/Impact:** Increase parent involvement and engagement **Staff Responsible for Monitoring:** School Counselor **Title I:** 4.1, 4.2 **- TEA Priorities:** Improve low-performing schools	100%	100%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights) **Root Cause**: Limited opportunities for parents to come to our campus were offered.

Problem Statement 2: More positive reinforcement/incentives for good behavior (play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) **Root Cause**: Previous counselor was new and shared and found it hard to prioritize time to create fun events at school.

Perceptions

Problem Statement 1: Detailed event planning with specifics (vendors, activities, sponsors, communication materials/food) **Root Cause**: Last minute event planning and with no GRPI.

Problem Statement 2: Individualize the event by class/teacher--find your teacher at the event for your activity/incentive EXC **Root Cause**: Events were not specialized by class, grade level or content.

Goal 5: Increase student persistence

Performance Objective 2: Ensure 100% of 1st thru 3rd grades either train for the Fitness Gram and complete by EOY.

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Public Tracking of progress **Strategy's Expected Result/Impact:** Improve Fitnes Gram **Staff Responsible for Monitoring:** Coach **Title I:** 2.5	100%	100%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Increase student persistence

Performance Objective 3: Provide 100% of guidance lessons for scholars on school safety and violence prevention.

High Priority

Evaluation Data Sources: Counselor Sign in/Calendar and Attendance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Deliver district scope and sequence of guidance lessons for scholars **Strategy's Expected Result/Impact:** Decrease in behavior and violence issues **Staff Responsible for Monitoring:** School Counselor **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2	100%	100%		

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: More positive reinforcement/incentives for good behavior (play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition) **Root Cause**: Previous counselor was new and shared and found it hard to prioritize time to create fun events at school.

Title I Personnel

Name	Position	Program	FTE
	INTERVENTIONIST		1
Abril Perez	Interventionist	Title I	1

ELA Committee

Committee Role	Name	Position
Administrator	Shasta Lynn Padios Dimmick	API
Classroom Teacher	Carmen Erika Delgado	1st Grade Reading Teacher
Classroom Teacher	Sarah Kasco	PreK Teacher
Classroom Teacher	Ashley bazan	Kinder Teacher
Classroom Teacher	Deliliah Gonzalez	2nd Grade ELA Teacher

Campus Funding Summary

Federal Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Interventionist		$0.00
3	1	3	Interventionist		$0.00
3	3	1	Interventionist		$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	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the 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	

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

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2021-22 Student Achievement Improvement Plan

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%
APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	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			

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Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters 1-2	1-2 MM Goal Met/Not Met
% Students	100%	92/81/66 SA 80	85/66/46 SA 66	77/49/28 SA 51	60.58%	54/172

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	N/A	N/A	N/A		
% Meets	N/A	N/A	N/A		
% Masters	N/A	N/A	N/A		
% Student Achievement Average	N/A	N/A	N/A		
% Meet 2 year growth	N/A	N/A	N/A		

Data Source: CSI Academy

	Math AC CSI
% CSI (EOY Ren)	N/A
% of CSI Passing STAAR	N/A
% of SPED Passing STAAR	N/A

Reflections

Areas of Strength	Areas of Need
1. Student use manipulatives during lessons for hands on activities	1. Complete set of all student workbooks and complete class set required manipulatives for each lesson and grade level.
2. Modeling for students (I do,you do, we do) On the spot coaching for both students and teachers	2. In person training during BOY and on going training/incorpotate aggresive monitoring. Math Coach/Regional Coach visit campus on a regular basis.
3. Backwards planning with unpacking the lesson, implementing lesson modifications when needed	3. Intervention days for 1st and 2nd during tutoring (Ex: alternate tutoring days between math and reading for low students.)

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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	ELA Second on Grade Level	% Royal Readers	% Word Masters	W&W 2nd Grade
% Students	91%	60%	34%	72%	46%	5%	55%	Approches: 25.2%
						RR Goal Met/Not Met	WM Goal Met/Not Met	Met: 15.5%/Not Met 13.8%
						N/A	Not Met (60%)	Masters: 26.5%

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4
% Approaches	N/A	N/A	N/A	N/A
% Meets	N/A	N/A	N/A	N/A
% Masters	N/A	N/A	N/A	N/A
SAS	N/A	N/A	N/A	N/A
% Student Achievement Average	N/A	N/A	N/A	N/A

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI
% CSI (EOY Ren.)	N/A
% of CSI Passing STAAR	N/A
% of SPED Passing STAAR	N/A

Reflections

Areas of Strength	Areas of Need
1. Constant training throughout the year of DI with Robyn (NIFDI) on lesson delivery, correction procedures and sounds to ensure co-teachers are trained incase of any needed coverage.	1. Complete class sets of module textbooks for Wit & Wisdom for every teacher.
2. Script Practice, held throughout the week help strengthen lesson delivery.	2. Assign a Coach, or GTL to New to IDEA teachers to ensure Lesson Delivery, DI Online, Leading Script Practice, Leading Grade Team Meetings is done correctly as of first day of instruction.
3. Backwards Planning weekly to ensure goals are targeted and met throughout the school year.	3. Scholars are properly placed and consistently monitored/flagged throughout the school year by teachers based on data of mastery tests and fluency checkouts.

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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%	100%	N/A	N/A

Data Source: Science 3-5

	STAAR Science Grade 5
% Approaches	N/A
% Meets	N/A
% Masters	N/A
% Student Achievement Average	N/A

Reflections

Areas of Strength	Areas of Need
1. Curriculum is very well organized and with a schedule that allows for consistent lesson progression.	1. Accurate materials for our curriculum.
2. Curriculum has fun and interactive experiements that keep students engaged.	2. Science curriculum textbooks
3. Co teachers for PreK and Kinder were given ownership of the curriculum.	3. Time during summer PD to unpack lessongs for the year (semester).
	4. Use planning time once a week to unpack upcoming lessons and prepare activities.
	5. Content leader for science for all grades to ensure that all grades are on track, answer teacher questions, and ensure we have proper materials

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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	100%	100%	100%	100%	N/A	N/A	N/A

Reflections

Areas of Strength	Areas of Need
1. The curriculum for all grades is informational.	1. Teacher access to all textbooks listed in curriculum either virtual or hardcopy.
2. Curriculum has a good pace and multiple interactive activities for students.	2. Pre K curriculum webinars that work with EPTX schedule and access to materials (textbooks) to complete all lessons.
3. Content starts local and then moves global.	3. Humanities content leader who ensures all grades are on track, answer teacher questions.

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Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	9%	7%	16%	53%	54%
% Intermediate	24%	33%	25%	31%	54%
% Advanced	36%	22%	29%	13%	54%
% Advanced High	29%	16%	16%	2%	54%

Reflections

Areas of Strength	Areas of Need
1. 56% of Kinder students scored advanced high in listening.	1. More writing workshops, incorporate more specific training for TELPAS writing prompts.
2. 69% of 1st grade students grew in levels from last year's TELPAS.	2. More fluency practice, start book clubs early in the year. Tracking the AR data in all ELA/Reading classrooms.
wriring, fluency, speaking, and word attack during small group intervention.	know what to expect when taking TELPAS in the spring. Practice the speaking portion for TELPAS.

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	4/4, 100%
% Instructional Support Retention	12/14, 85.17%
% Teacher Retention	12/15, 80%
% Campus Support Retention	2/2, 100%
% SPED Teachers	2/2, 100%
% State/State Certified Teachers	6/6,100%
% State Certified Leaders	1/1,100%
% State/Board certified Counselors	1/1 100%
Number of teacher applicants per 2021-22 school year	287

Reflection	
Areas of Strength	Areas of Need
1. Great team and family environment due to building relationships, same goal and mindset, accepted and included.	1. Additional coaching in parent relation building, classroom behavior management and organizational systems for priortization for student results.
2. Our culture respects indivudials and values difference because of team meetings, 1:1 conversations and checkins/touchpoints.	2. Fidelity to coaching cycle to include the exemplar and modeling.
3. Leadership has open door policy, answers to questions via geuniune converstaions i.e., staff meetings, weekly pd's, teacher weekly	3. Establish team building inside and outside of work.

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Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	**91.40%**
% Overall Persistence	**86.46%**
% New Student Persistence	**86.72%**
# of Admin Withdrawals/Level 3 Offenses	**0**
% SPED	**12.00%**
% ELL	**61/364, 17%**
% Eco Dis	**70.88%**
% Migrant	**0%**
% Race: American-Indian-Alaska-Native	**2/364, 0.55%**
% Asian	**2/364, 0.55%**
% White-Hispanic	**326/364, 89.56%**
% Multi	**1/364, 0.27%**
% Black-African-American	**27/364, 7.42%**
% Native-Hawaiian-Pacific-Islander	**6/364, 1.65%**
% White	**32/364, 8.79%**
% Male	**200/364, 55%**
% Female	**164/364, 45.5%**

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Family communication (phone calls, remind, text messages)	1. More opportunities for IN PERSON family contact/communication (report card nights, parent/teacher conference nights)
2. Positive parent involment, students are happy,	2. More extracurricular activities- staff volunteer (after school programs ex: art, spanish, music (singing)
3. Constant support and teamwork between the staff to assgn different roles and responsabilities, team and family	3. More positive reinforcement/incentives for good behavior (play with friend at recess, sit with friend in cafeteria, classroom, student of the week recognition)
	4. Teacher committee for celebrations - set bugdet for in school celebration expenses

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Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	**24%**
% Families Attended Curriculum Night	**N/A***
% Families Who Attended EOY Ceremonies	**81%**
% Families who attended Fall Festival	**42%**
% Families who attended Winter Festival	**56%**
% Families who attended Spring Festival	**75%**

Reflection	
Areas of Strength	**Areas of Need**
1. Held several events with progress and growth	1. Detailed event planning with specifics (vendors, activities, sponsors, communication materials/food)
2. Communication with the community/FB/REMIND/FLYERS/IG	2. Individualize the event by class/teacher--find your teacher at the event for your activity/incentive EXC
3. Strong relationships with families/communication	3. GTLs cascade the information to get teacher buy-in
	4. Require transfers to attend WTI to learn the culture of Mesquite Hills
	5. *Capture data for attendees for all family engagement events, quarterly awards, curriculum nights, festivals etc.