

IDEA Public Schools

Mission Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B



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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 8, 2022

Demographics

Demographics Summary

IDEA Academy Mission (IA Mission) is a pre-Kindergarten to 5th Grade, Title I elementary school serving 843 students located in the Rio Grande Valley of Texas. IA Mission is located in the small, primarily Hispanic, low-income community of Mission, Texas, situated about three miles from the United States-Mexico border. More than 95% of students are Mexican-American or Mexican Nationals and 100% are eligible to participate in the National School Lunch Program.

IA Mission was founded in 2008 on the belief that, when the adults in the system get it right, each and every child, regardless of circumstance, should receive a high-quality education that prepares them for success in college and citizenship. To that end, IA Mission campus leaders hold each of its 55+ staff members accountable to meeting ambitious goals that drive student learning outcomes and boost academic achievement. With a relentless focus on college, the carefully curated elementary program moves students from teacher-led instruction to a student-driven program while enhancing the individualization of instruction with technology-assisted learning, character education, and extra- and co-curricular activities. The ultimate goal is to design and implement a model that gets students on-grade level in order to lead them to college preparedness.

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): Attendance (especially chronic absenteeism) was an area of concern. **Root Cause:** Due to COVID and families feeling uncomfortable with the "new normal", staff was hesitant to push families on attendance matters. In trying to show empathy, we inadvertently created a culture where families saw school as an option versus a necessity.

Problem Statement 2 (Prioritized): New student persistence (especially PK) was an area of concern at our campus. **Root Cause:** We were unable to get all parents invested in keeping their students at school in PK. This was rooted in both logistics and fear of illnesses. While many surrounding districts offer full day, Pre-K, we offer half day. This is a struggle for many of our families, who because of our high number of economically disadvantaged, work long hours and need support for child care.

Student Learning

Student Learning Summary

IA Mission received a B (89) report card rating for the 2021-2022 school year. A few areas where our campus excelled, was in School Progress and Academic Growth, receiving a respective 93 (A rating) in each. Areas of growth for our campus include Student Achievement overall data, Closing the Gaps, and Relative Performance.

Our overall STAAR achievement averages across all subjects were 72% approaches, 45% meets, and 20% of students mastering the standards tested.

IA students earned 295.5 growth points across reading and math.

When looking at our populations who did not meet the Student Success measure were those receiving special education services and those students who were not continuously enrolled at our campus. Overall, IA Mission students struggled with achievement in math as a whole.

IA Mission has an achievement gap between the test results of all students and special education students. While this is not the first year we struggle to close this achievement gap, it is the first time our results were in this shape. It is clear to our campus that changes need to be made to ensure all students are receiving a quality education.

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): There was minimal collaboration between general education teachers and special education teachers, resulting in fragmented learning. **Root Cause:** 1. We minimally prioritized leadership walk throughs that focused on SPED observations. 2. Leaders failed to follow through with side by side planning and feedback to ensure alignment between general education content and additional support from SPED department.

Problem Statement 2 (Prioritized): As a campus, we struggled with mastery scores across grade levels and content. **Root Cause:** 1. Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher mastery scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.

Problem Statement 3 (Prioritized): There were discrepancies in student placements in Reading-Direct Instruction. **Root Cause:** 1. There was inconsistent implementation of progress monitoring across the grade levels of DIBLES. 2. Leadership was inconsistent in administering validity checks to students and groups.

Problem Statement 4 (Prioritized): TELPAS growth was below campus expectations. **Root Cause:** 1. We did not differentiate instruction, so that teachers were able to focus on individual student needs. 2. Leaders and teachers did not promote the importance of taking and passing TELPAS, just as we promote STAAR. 3. We did not provide sufficient support/training for students to practice the format of how they should respond on the Speaking section.

School Processes & Programs

School Processes & Programs Summary

Development:

IDEA does an excellent job in preparing leaders to develop teachers by providing a year long Coaching Academy that allows new and returning leaders to become emersed in the work of what it means to be a good coach. IDEA provides coaches and individual biweekly meetings between leaders and district coaches to ensure cohesiveness, understanding, and growth are occurring at each level. At the campus level, our grade team leaders recieve development both from one on one coaching and PDs embedded into weekly GTL meetings. We develop teachers through the use of leader led instructional rounds. This allows the leadership team to identify campus trends on a weekly basis and plan PD (presented during weekly faculty meetings) that align highly with our campus needs.

Curriculum:

IA Mission aligns its curriculum to the Texas Essential Knowledge and Skills (TEKS). For reading, in the lower grades, instructional staff spend a significant amount of time teaching students to read through direct instruction activities that include building phonemic awareness, letter-sound correspondence, sounding out of words, word recognition, vocabulary, oral reading fluency, and comprehension. IA Mission consistently ensures the integration of all literacy components, and uses a comprehensive, TEKS-aligned balanced literacy approach that involves the integration of reading, writing, listening, and speaking with increasing complexity every day. For example, staff use one before, one during, and one after reading and writing strategy with each text. To facilitate speaking and listening, teachers use accountable talk consistently. This involves: speaking in complete sentences and using academic language, justifying answers with textual evidence, connecting to others' comments; and listening to and tracking the speaker. This approach was chosen because it best prepares students for success in college and citizenship.

Although a significant number of students begin the school speaking little to no English and are generally labeled as “English Language Learners” or “Special Education,” the engagement strategies described above have increased the achievement levels of students, including those who speak English as their second language. ELL students acquire language through a program that focuses on academic vocabulary in isolation, in both English and Spanish. Next, key phrases are prioritized; the final stage includes conversational language. Staff members utilize many visuals to expedite ELL student learning.

IA Mission's math program is also aligned to the TEKS. In the upper grades, we use locally created curriculum in conjunction Eureka Math because of the manner in which it builds from concrete to abstract understanding. The primary focus in the lower grades is a concrete approach which incorporates visuals and manipulatives to help students understand number patterns, utilize mixed operations, and explain math properties. The mathematical focus in the upper grades involves building skills coupled with developing students' conceptual understanding. The structure of the math classes involves students reviewing foundational content and completing tasks. The goal is to have students solve tasks using two or three methods and order them by sophistication level. This process concludes with a generalized mathematical understanding and discussion. Each class ends the day with an exit ticket, containing between one and three questions, to check for student mastery. Teachers analyze the results of the exit tickets to determine whether any additional re-teach strategies should be incorporated into the next days' plan.

The instructional approaches and built-in structures used to measure the school's effectiveness have been incredibly instrumental in helping close performance gaps. Before the start of each school year, the team uses a variety of assessment data to analyze each student's academic results. In the lower grades, we review norm-referenced test results to assess early reading skills, and learn what students already know and what they are ready to learn next. For those students who are classified as Limited English Proficient (LEP), the Texas English Language Proficiency Assessment System (TELPAS) is utilized to check progress needed in Listening, Speaking, Reading, and Writing. End-of-year mastery results and locally created assessment data also help us identify the students who will need additional urgent intervention at the start of the school year, and who would benefit from strategic grouping. We provide CSI services to our students needing critical interventions.

We provide a multitude of extra curricular activities through our coaching staff and 21st Century programming.

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): Instructional practices such as dress rehearsals, exit ticket huddles, and content development sessions were started late in the year and were inconsistent. This slowed teacher development. **Root Cause:** 1. Daily campus operations and an inability to create a strong and consistent logistical plan hindered instructional processes. 2. Lack of consistency to abide by set meeting schedules also hindered teacher growth.

Problem Statement 2 (Prioritized): An area of concern is our campus development of teachers and leaders, with 0% (counselor), 18% (teacher), and 50% (leader) of staff certified in their job description. **Root Cause:** 1. Promotion is not dependent on certificates held, therefore motivation is low. 2. Classroom investment and responsibilities is both high stakes and time consuming. Therefore, there is little time to think about taking on the responsibility of becoming certified.

Perceptions

Perceptions Summary

At IDEA Academy Mission , we pride ourselves on our college going identity. For the last 11 years, 100% of our senior classes have matriculated to college. This identity begins in even our youngest scholars, with College Houses named after Tier 1 and Tier 2 schools. We strive to teach students college readiness skills. In fact we begin teaching note taking and annotation skills to our students early on. We teach collaboration, presentation, and application of knowledge.

In the past, IA Mission has been very successful in family engagement events. However, in the past few years, our parental involvement and hosting of events has been on a steep decline. One way we measure parent/guardian participation rates is by overall family attendance. For the 2021-2022 school year, our overall family participation average for school events (Welcome to IDEA, Curriculum Night, End of Year Ceremonies, Fall Festival, Winter Festival) was 67%.

One barrier that prevented participation by parents/guardians at our 2021-2022 beginning of year school events was the COVID pandemic. Due to fear/restrictions, our campus outreach events such as Meet the Teacher Nights and Report Card Nights saw a significant reduction in family involvement and participation.

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): During the last few years, discipline has been a reoccurring issue on our campus, with both implementation of a plan and repeat offenses. We were reactive, rather than proactive in our approach. **Root Cause:** 1. Our discipline plan focused punitive consequences over restorative consequences. 2. There was a lack of inconsistency with implementation and follow through. 3. Leaders and teachers failed to address the root cause with repeat offenders.

Problem Statement 2 (Prioritized): During the last few years, we have struggled with parents attending school functions. This created a disconnect in our students' learning team. **Root Cause:** 1. We failed to engage students from the beginning, with poor attendance at Welcome to IDEA events. 2. We were not able to host a curriculum night this past year; as a result, parents were not as informed as they could have been about how to help their children at school. 3. Due to COVID, we did not hold many events and/or empathized with families who did not prioritize attendance.

Priority Problem Statements

Problem Statement 1: New student persistence (especially PK) was an area of concern at our campus.

Root Cause 1: We were unable to get all parents invested in keeping their students at school in PK. This was rooted in both logistics and fear of illnesses. While many surrounding districts offer full day, Pre-K, we offer half day. This is a struggle for many of our families, who because of our high number of economically disadvantaged, work long hours and need support for child care.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Attendance (especially chronic absenteeism) was an area of concern.

Root Cause 2: Due to COVID and families feeling uncomfortable with the "new normal", staff was hesitant to push families on attendance matters. In trying to show empathy, we inadvertently created a culture where families saw school as an option versus a necessity.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There was minimal collaboration between general education teachers and special education teachers, resulting in fragmented learning.

Root Cause 3: 1. We minimally prioritized leadership walk throughs that focused on SPED observations. 2. Leaders failed to follow through with side by side planning and feedback to ensure alignment between general education content and additional support from SPED department.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: As a campus, we struggled with mastery scores across grade levels and content.

Root Cause 4: 1. Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There were discrepancies in student placements in Reading-Direct Instruction.

Root Cause 5: 1. There was inconsistent implementation of progress monitoring across the grade levels of DIBLES. 2. Leadership was inconsistent in administering validity checks to students and groups.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: TELPAS growth was below campus expectations.

Root Cause 6: 1. We did not differentiate instruction, so that teachers were able to focus on individual student needs. 2. Leaders and teachers did not promote the importance of taking and passing TELPAS, just as we promote STAAR. 3. We did not provide sufficient support/training for students to practice the format of how they should respond on the Speaking section.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: During the last few years, we have struggled with parents attending school functions. This created a disconnect in our students' learning team.

Root Cause 7: 1. We failed to engage students from the beginning, with poor attendance at Welcome to IDEA events. 2. We were not able to host a curriculum night this past year; as a result, parents were not as informed as they could have been about how to help their children at school. 3. Due to COVID, we did not hold many events and/or empathized with families who did not prioritize attendance.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: During the last few years, discipline has been a reoccurring issue on our campus, with both implementation of a plan and repeat offenses. We were reactive, rather than proactive in our approach.

Root Cause 8: 1. Our discipline plan focused punitive consequences over restorative consequences. 2. There was a lack of inconsistency with implementation and follow through. 3. Leaders and teachers failed to address the root cause with repeat offenders.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Instructional practices such as dress rehearsals, exit ticket huddles, and content development sessions were started late in the year and were inconsistent. This slowed teacher development.

Root Cause 9: 1. Daily campus operations and an inability to create a strong and consistent logistical plan hindered instructional processes. 2. Lack of consistency to abide by set meeting schedules also hindered teacher growth.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: An area of concern is our campus development of teachers and leaders, with 0% (counselor), 18% (teacher), and 50% (leader) of staff certified in their job description.

Root Cause 10: 1. Promotion is not dependent on certificates held, therefore motivation is low. 2. Classroom investment and responsibilities is both high stakes and time consuming. Therefore, there is little time to think about taking on the responsibility of becoming certified.

Problem Statement 10 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data









Goals

Goal 1: Increase staff retention

Performance Objective 1: By November 1st, 2022, IDEA Mission Academy will hire and train a fully certified counselor to support teachers with and capacity in the areas of behavior management and social emotional needs of students.

High Priority

Evaluation Data Sources: GPTW Survey, temperature check surveys, PD calendar







Strategy 1 Details	Reviews			
Strategy 1: New Student Success Advisor will meet with grade teams a minimum of once a month to create list of students showing social emotional need. SSA will provide guidance to teams on strategies to better support student needs in the classroom. Strategy's Expected Result/Impact: Teachers and SSA will have a clear understanding of who needs support and how to best support in the classroom and outside of the classroom. Staff Responsible for Monitoring: SSA, Teachers TEA Priorities: Recruit, support, retain teachers and principals -	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Student Success Advisor will plan and develop PD opportunities for staff around social emotional topics and opportunities. Strategy's Expected Result/Impact: Teachers will feel better supported in addressing student needs in their classroom. We will build teacher capacity and therefore help them feel more confident when faced with difficult situations. Staff Responsible for Monitoring: SSA, principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Increase staff retention

Performance Objective 2: By October 1st, 2022, all teachers will be provided with intensive coaching on planning and execution.

High Priority









Evaluation Data Sources: Locus Dashboard, Edcite Reports, Teachboost observation forms

Strategy 1 Details		Reviews			
Strategy 1: Teachers will be provided with intensive coaching on planning and execution through the use of instructional check-ins, dress rehearsals, exit ticket huddles, and data calls. Strategy's Expected Result/Impact: Teachers will feel supported and be better equipped to execute lessons and close learning gaps. Staff Responsible for Monitoring: Principal, Assistant Principals of Instruction, Content Leaders, Grade Team Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of students who receive a behavior infraction will participate in a restorative circle.

Evaluation Data Sources: Behavior tracker, teacher documentation

Strategy 1 Details	Reviews			
Strategy 1: By August 22, 2022, IDEA Academy Mission will begin tracking student infractions, level of infraction, and parent contact on behavior tracker with fidelity. Strategy's Expected Result/Impact: Grade level teachers, administrators, and parents are in constant communication regarding student behavior. Student behaviors will decrease due to shared message and partnership. Staff Responsible for Monitoring: Teachers, Grade Team Leaders, Grade level administrator, Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers and students will participate in restorative circles to rebuild relationships once criteria has been met. Strategy's Expected Result/Impact: Students will build stronger relationships with their teachers and peers. There will be a positive change in the number of infractions and a decrease in the number of repeated infractions due to students fully understanding the consequences of their actions and how choices affect others. Staff Responsible for Monitoring: Teachers, Grade Team Leaders, Grade level administrator, Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: During the last few years, discipline has been a reoccurring issue on our campus, with both implementation of a plan and repeat offenses. We were reactive, rather than proactive in our approach. Root Cause: 1. Our discipline plan focused punitive consequences over restorative consequences. 2. There was a lack of inconsistency with implementation and follow through. 3. Leaders and teachers failed to address the root cause with repeat offenders.

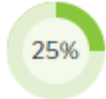







Goal 2: All IDEA students matriculate to college

Performance Objective 2: 100% of lesson plans will include college readiness practices.

High Priority

HB3 Goal

Evaluation Data Sources: Lesson Plans, Teachboost Lesson Plan feedback, GET ratings

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be provided with intensive coaching on planning and execution around college readiness practices to be incorporated in lesson plans and implemented daily lessons. Strategy's Expected Result/Impact: Teachers will feel successful implementing college readiness skills and practices. Students will see the connection to college and career. Staff Responsible for Monitoring: Principal, Grade level admin, Teachers Title I: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will be provided with PD targeted to college readiness in academy. Strategy's Expected Result/Impact: Teachers will be equipped with knowledge and no how to effectively plan lessons geared towards college and career readiness. Staff Responsible for Monitoring: Principal, Assistant Principals of Instruction TEA Priorities: Connect high school to career and college Problem Statements: School Processes & Programs 2 Funding Sources: Professional Development Opportunities or Presenters - State Funding	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Instructional practices such as dress rehearsals, exit ticket huddles, and content development sessions were started late in the year and were inconsistent. This slowed teacher development. **Root Cause:** 1. Daily campus operations and an inability to create a strong and consistent logistical plan hindered instructional processes. 2. Lack of consistency to abide by set meeting schedules also hindered teacher growth.









Problem Statement 2: An area of concern is our campus development of teachers and leaders, with 0% (counselor), 18% (teacher), and 50% (leader) of staff certified in their job description. **Root Cause:** 1. Promotion is not dependent on certificates held, therefore motivation is low. 2. Classroom investment and responsibilities is both high stakes and time consuming. Therefore, there is little time to think about taking on the responsibility of becoming certified.

Goal 3: IDEA achieves an A rating

Performance Objective 1: By November 1st, 2022, weekly operating mechanisms will be integrated in order to ensure IEPs are being followed.

High Priority

Evaluation Data Sources: IEPs, Frontline, Data Tracker, TeachBoost Observation Forms

Strategy 1 Details	Reviews			
Strategy 1: By October 1st, 2022, special education teachers and assistant principals of instruction will conduct weekly classroom observation rounds to ensure IEPs are being followed in all general education classrooms. Strategy's Expected Result/Impact: General education teachers will take ownership of special education students and ensure all IEPs are being followed with fidelity. Students will show growth, be able to access grade level content, and participate in classroom lessons. Staff Responsible for Monitoring: Principal, Assistant Principals of Instruction, Special education teachers Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Leaders will side by side plan and provide feedback to ensure alignment between general education content and additional support from SPED department. Strategy's Expected Result/Impact: Students will benefit from partnership between general education teachers and special education teachers. Supplemental lessons will be highly aligned to in class content. Staff Responsible for Monitoring: Assistant principals of instruction Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: There was minimal collaboration between general education teachers and special education teachers, resulting in fragmented learning. **Root Cause:** 1. We minimally prioritized leadership walk throughs that focused on SPED observations. 2. Leaders failed to follow through with side by side planning and feedback to ensure alignment between general education content and additional support from SPED department.

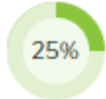



Goal 3: IDEA achieves an A rating

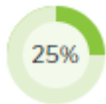







Performance Objective 2: By June 2023, students in grades 3-5 will achieve a student achievement average of 60 on STAAR reading and math.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR reports

Strategy 1 Details	Reviews			
Strategy 1: By October 1st, 2022, all teachers will be provided with intensive coaching on planning and execution. Strategy's Expected Result/Impact: Locus Dashboard, Edcite Reports, Teachboost observation forms Staff Responsible for Monitoring: Principal, Assistant Principals of Instruction Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: By April 2023, leaders will build teacher capacity to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. Strategy's Expected Result/Impact: Teachers will fully unpack the TEKS to the rigor of the standard. Students will practice at the rigor of the standard. Staff Responsible for Monitoring: Principal, Assistant Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Leaders and teachers will consistently plan higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. Strategy's Expected Result/Impact: Teachers will build students' critical thinking skills by asking higher order questions consistently in class. Students will engage in thoughtful discussions and consider different perspectives. Staff Responsible for Monitoring: Principal, Teachers, Assistant Principals of Instruction Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Leaders and teachers will focus on holding students accountable to use academic vocabulary in class. Strategy's Expected Result/Impact: Students will increase knowledge of content related vocabulary. This will increase their ability to read and write in the content area. Staff Responsible for Monitoring: Teachers, Assistant Principals of Instruction, Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:



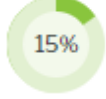





Student Learning
Problem Statement 2: As a campus, we struggled with mastery scores across grade levels and content. Root Cause: 1. Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery. 2. Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores. 3. There was inconsistent focus on holding students accountable to use academic vocabulary in class.

Goal 4: Increase student daily attendance

Performance Objective 1: Average Daily Attendance will be at 97% by February 1st, 2023.

High Priority

Evaluation Data Sources: ADA data tracker, Locus Dashboard

Strategy 1 Details	Reviews			
Strategy 1: By November 1st, 2022 the Attendance Escalation Matrix will be implemented with fidelity to ensure an increase in grade level and overall daily attendance. Strategy's Expected Result/Impact: Parents and students will understand the importance of daily attendance and know the consequences of truancy. Staff Responsible for Monitoring: SIS coordinator, teachers, assistant principals of instruction and operation ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Home visits will be held at the end of each quarter for any student who is not on track to meet attendance goal. (has missed more than 4 days per quarter) Strategy's Expected Result/Impact: Administration will have a clear understanding of obstacles preventing attendance. Parents will have a clear understanding of attendance expectations and consequences of truancy. They will understand that as a learning community we are a team who is there to advocate for the students' education. Student attendance will increase. Staff Responsible for Monitoring: Student Success Advisor, Grade Level Administrators, Assistant Principal of Operations ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics










Problem Statement 1: Attendance (especially chronic absenteeism) was an area of concern. **Root Cause:** Due to COVID and families feeling uncomfortable with the "new normal", staff was hesitant to push families on attendance matters. In trying to show empathy, we inadvertently created a culture where families saw school as an option versus a necessity.

Goal 4: Increase student daily attendance

Performance Objective 2: Based on the state fitness program data, we need to improve the rates of students participating in moderate to vigorous physical activity.

High Priority

Evaluation Data Sources: school watch system








Strategy 1 Details	Reviews			
Strategy 1: Work with cafeteria staff to ensure healthy kid initiative is being implemented thoroughly. The whole student is being addressed. Fitness + Healthy Eating. Strategy's Expected Result/Impact: Students will benefit from total wellness. Staff Responsible for Monitoring: Coaches, Teachers, Nursing Staff, Cafeteria Staff, Principals, API, APO	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Coaches will invest students in vigorous activity with watch system to ensure all students meet new goal. Strategy's Expected Result/Impact: All students will achieve fitness goal. Staff Responsible for Monitoring: Coaches, managers	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase student persistence

Performance Objective 1: By June 2023, Pre-K will meet the 90% persistence goal.

High Priority

Evaluation Data Sources: Parent Surveys, Phone calls, Persistence data tracker

Strategy 1 Details		Reviews			
Strategy 1: By 1st day of school, Aug. 8, 2022, full day daycare program is up and running to accommodate parents who could not participate in half day program. Strategy's Expected Result/Impact: Parents will be able to participate in our pre-k program and students will have access to teachers and content to set the foundations of learning. Staff Responsible for Monitoring: pre-k teachers, assistant principals of instruction and operations ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 1 Problem Statements:

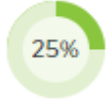






Demographics
Problem Statement 2: New student persistence (especially PK) was an area of concern at our campus. Root Cause: We were unable to get all parents invested in keeping their students at school in PK. This was rooted in both logistics and fear of illnesses. While many surrounding districts offer full day, Pre-K, we offer half day. This is a struggle for many of our families, who because of our high number of economically disadvantaged, work long hours and need support for child care.

Goal 5: Increase student persistence

Performance Objective 2: To meet persistence goal of 90%, various team building initiatives will be implemented throughout the year.

High Priority

Evaluation Data Sources: Monthly calendar of events, parent surveys, parent sign in sheets, student surveys

Strategy 1 Details	Reviews			
Strategy 1: Counselor will lead one monthly lunch bunch with New to IDEA students. Strategy's Expected Result/Impact: Students will feel a sense of belonging and community within our school. They will have a confidant in the counselor, and make friends with other new students who may face similar struggles acclimating. Staff Responsible for Monitoring: Academy Student Success Advisor, Academy Assistant Principals of Instruction and Operations Title I: 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Counselor will lead quarterly meeting with parents to get feedback and build relationships. Strategy's Expected Result/Impact: Students and parents will feel valued in our school community. They will be able to address their concerns, share what is going well, and affect change on our campus. Staff Responsible for Monitoring: Academy Student Success Advisor, Academy Assistant Principals of Instruction and Operations ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 2: During the last few years, we have struggled with parents attending school functions. This created a disconnect in our students' learning team. **Root Cause:** 1. We failed to engage students from the beginning, with poor attendance at Welcome to IDEA events. 2. We were not able to host a curriculum night this past year; as a result, parents were not as informed as they could have been about how to help their children at school. 3. Due to COVID, we did not hold many events and/or empathized with families who did not prioritize attendance.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	AR ZONE FACILITATOR		1
	CO-TEACHER		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	PRE-KINDERGARTEN TEACHER		1

Campus Funding Summary

State Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Professional Development Opportunities or Presenters		\$0.00
Sub-Total					\$0.00

Addendums

Master CNA & SAIP Reporting Checklist				PTG	100%	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	<p>This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resources, and responsible staff.</p> <p>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.</p>	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	<p>These pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year.</p> <p>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.</p>	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	<p>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.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	<p>Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff.</p> <p>Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	<p>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>.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	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 Academy Mission

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			

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

- 1A. % of graduates who matriculate to a College or University: 100%
- 1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%
- 1C. % of Seniors accepted to a College or University: 100%
- 1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%
- 1E. Earned State Rating: A
- 1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%
- 1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%
- 1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score: 21
- 1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

- 2A. % Teacher Retention | Employee Retention: 85% | 85%
- 2B. 80% composit score on GPTW: 82%
- 2B. %Average Daily Attendance: 97.50%
- 2C. New Student Persistence: 90%
- 2D. Operating Income: \$133M
- 2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2020: 83,894
- 3C. Schools in operation in August 2020: 149
- 3D. Total Funds Raised (millions): \$93M

Needs Assessment

S-STAAR
D-DIBELS
E-EOC
A-ACT
RR-Reading Renaissance
ST-STAR for Math
DR-Discipline Report
AP-AP Tests
O-Other

Special Populations

All
AR-At Risk
ELL-English Language Learners
ED-Economically Disadvantaged
M-Migrant
SE-Special Education

IDEA Academy Mission

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%	98%	95%	80%	20%

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	58	55	67	81%	19%	
% Meets	25	32	38			
% Masters	11	18	14			
% Student Achievement Average	31	35	40			
% Meet 2 year growth	NA	72%	89%			

Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	NA	
% of CSI Passing STAAR	NA	
% of SPED Passing STAAR	31%	

Reflections

Areas of Strength	Areas of Need
1 An area of strength was domain 2. Our teachers focused early on special pops, targeting and tracking students of concern. We saw unprecedented growth from last year to this year.	1. There was minimal collaboration between general education teachers and special education teachers, resulting in fragmented learning. We minimally prioritized leadership walk throughs that focused on SPED observations.

<p>2 Teachers in the lower grades focused on conceptual teaching (as opposed to tricks or simply following standard algorithms) that translated into high levels of student engagement and understanding of content.</p>	<p>2 Leaders and teachers were not consistent in planning higher order thinking questions to ensure we were pushing the rigor that would lead to higher masters scores.</p>
<p>3 Our teachers collaborated with our individualized math software programs lead(in Hotspot and IXL) to ensure that the targeted standards were being implemented.</p>	<p>3 There needs to be more of a focus on the conceptual aspects of teaching and applications in the upper grades to ensure more students are able to comprehend the skills and knowledge that would increase the approaches scores.</p>

IDEA Academy Mission

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	99%	93%	36%	92%	27%	76%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					73%	24%

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4		STAAR ELA Grade 5
% Approaches	79	75	NA	NA		82
% Meets	54	53	NA	NA		60
% Masters	18	25	NA	NA		31
SAS			NA	NA		
% Student Achievement Average	50	51	NA	NA		58

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI	
% CSI (EOY Ren.)	43%	
% of CSI Passing STAAR	31%	
% of SPED Passing STAAR	25%	

Reflections

Areas of Strength	Areas of Need
1 DI teachers created strong backwards plans and 2nd grade progress monitored from DIBLES to create appropriate groupings (on going) throughout the year so PK, K, and 2nd grade all met reading goals.	1 There was inconsistent implementation of progress monitoring across the grade levels of DIBLES. This led to some discrepancies in student placements in 1st grade Reading Direct Instruction.
2 Leaders focused on teacher development through side by side planning and on the spot coaching to ensure new teachers had a strong understanding of the content and could deliver strong first instruction so reading growth became a major area of strength.	2 There was minimal collaboration between general education teachers and special education teachers, resulting in fragmented learning. We minimally prioritized leadership walk throughs that focused on SPED observations, so SPED scores were an area of need.

3 An area of strength was domain 2. Our teachers focused early on special pops, targeting and tracking students of concern. We saw unprecedented growth from last year to this year.	3 Due to an entirely new ELA team in the upper grades, leaders were unable to get teachers to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery so overall approaches scores were lower.
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IDEA Academy Mission

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	NA	100%	93%	89%	92%	89%
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	79					
% Meets	45					
% Masters	21					
% Student Achievement Average	48					

Reflections	
Areas of Strength	Areas of Need
1 Teachers incorporated hands-on experiments to increase student comprehension of content in grades K to 4th so end of year science scores were strong.	1 Teachers struggled to fully internalize the TEKS and build practice to the rigor of the standards required for student mastery, so 5th grade Masters scores are an area of concern.
2 Students took ownership by creating anchor charts to demonstrate mastery of concepts. Teachers posted these charts in highly visible areas and frequently updated the content also contributing to overall strong science scores in Kinder to 4th grades.	2 There was inconsistent focus on holding students accountable to use academic vocabulary in class so our Approaches levels were lower than the goal.
3 Teachers created memorable and clear first instruction that helped students retain concepts. Again, this contributed to overall strong science scores.	3 While teachers relied on district scope and sequence provided, they failed to create a backwards plan independently. This led to teachers failing to fully internalize the unit as a whole. Teachers often taught day by day and students lacked seeing the big picture, so our 3rd to 5th grade Masters scores were not as strong.

IDEA Academy Mission

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	NA	100%	100%	99%	98%	92%	98%

Reflections

Areas of Strength	Areas of Need
1 Teachers planned engaging socratic seminars around classroom literature so all students were on level on the end of year social studies assessments.	1. Some resources were provided to teachers very late, therefore teachers were not able to plan in advance; this likely compromised students earning even higher scores.
2 Teachers made content accessible to all students through a variety of teaching modalities. Students were able to show what they mastered through multiple formats. This contributed to high passing rates on comprehensive end of year results	2 Teachers failed to align the writing prompts in humanities to the rigor of the writing in the ELA classes. This created some confusion for students as to what the criteria for all writing should look like. We failed to prioritize collaboration across contents for the good of the students and Masters scores were a little lower than we had hoped to achieve.
3 Teachers were able to problem solve when resources were not provided (for example, by utilizing IXL or other programs) to ensure students were successful in comprehending the content on the end of year assessment.	3 Leaders struggled to help teachers plan to the grade level standards because the material provided through the curriculum was global as opposed to what is expected to be taught at each grade level. The TEKS did not always align to the content being taught (contentwise) and this created confusion and lower scores.

IDEA Academy Mission

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	11%	18%	15%	16%	43%
% Intermediate	41%	61%	47%	48%	
% Advanced	29%	20%	19%	21%	
% Advanced High	19%	1%	19%	15%	

Reflections

Areas of Strength	Areas of Need
1 We got choose to 100% of students tested. We were at 97%.	1 We need to provide more support and training for students to practice the format of how they should respond on the Speaking section.
2 Students received TELPAS training by TC and SSA before testing so students were prepared.	2 Promote the importance of taking and passing TELPAS just as we promote STAAR.
3 We did better than last year on growth. The goal is for 36% of students grow in at least one component and we are currently at 43%.	3 Plan ways to motivate students to do their best. Possibly, test Listening and Speaking on a separate day than Reading. The tests are long and students do well on the first day but they are tired for the second part.

IDEA Academy Mission

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	100%
% Teacher Retention	94%
% Campus Support Retention	90%
% SPED Teachers	100%
% State/National Certified Teachers	18%
% State Certified Leaders	50%
% State/Board certified Counselors	0
Number of teacher applicants per 2020-21 school year	3+ per position

Reflection	
Areas of Strength	Areas of Need
1. We are retaining all of our staff members in the highest numbers.	1. We have few certified leaders and/or teachers.
2. For most positions, we are able to get a quality pool of candidates.	2. We currently have 0 certified counselors.
3. All of our special education teachers are certified.	3. We have 0 certified teachers at the national level.

IDEA Academy Mission

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.49%
% Overall Persistence	n/a (until beginning of school year)
% New Student Persistence	n/a (until beginning of school year)
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	4%
% ELL	64.47%
% Eco Dis	94.12%
% Migrant	0.35%
% Race: American-Indian- Alaska-Native	0
% Asian	0.12%
% White-Hispanic	96.94%
% Multi	0
% Black-African-American	0.35%
% Native-Hawaiian-Pacific- Islander	0
% White	2.59%
% Male	51.29%
% Female	48.71%

Data Source: School Culture and Climate

Reflections

Areas of Strength	Areas of Need
1. We had zero admin withdrawals this past year. Any behavior issues were relatively minor.	1. Attendance (especially chronic absenteeism) was an area of concern.

2. Overall persistence in most grade levels (outside of PK) was very high and kids in K-5 are choosing to stay.	2. New student persistence (especially PK) was an area of concern. We were unable to get all parents invested in keeping thier students at school in PK.
3. Our high ECO DISC numbers continue to be one of the highest in the district.	3. We have very homogenous demographics and a a lack of dirversity; while it might be seen as an area for opportunity, that is representative of the kids we serve.

IDEA Academy Mission

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	65%
% Families Attended Curriculum Night	N/A
% Families Who Attended EOY Ceremonies	85%
% Families who attended Fall Festival	65%
% Families who attended Winter Festival	83%
% Families who attended Spring Festival	90%

Reflection	
Areas of Strength	Areas of Need
1. People were very invested in the end of year awards ceremonies and we had high attendance.	1. We struggled with parents attending Welcome to IDEA the first time; this resulted in the need to implement a reactive approach.
2. Our spring festival (picnic events) were a hit and brought the community together.	2 Due to COVID-related issues, the Fall festival and activities were not as highly attended.
3. The Winter Festival /Showcase was also highly attended and it allowed us to fundraise and bond with our community.	3. We were not able to host a curriculum night this past year; as a result, parents were not as informed as they could have been about how to help their children at school.