

IDEA Public Schools

Owassa Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 21, 2022

Public Presentation Date: September 16, 2022

Mission Statement

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

At IDEA Owassa we provide a dynamic learning experience that encourages critical thinking, inspires confidence, and nurtures the intellectual and social and emotional development necessary for success in college, career, and life.

Vision

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

We believe... in the potential of ALL students to be their best selves. We believe that a Bronc embodies the values of bravery, strength, perseverance, and honesty.

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 13, 2022

Demographics

Demographics Summary

Owassa Academy serves about 800+ students in grades Pre-K-5th in Pharr Texas. We are a public charter school that works by having open enrollment throughout the year. We have a great curriculum in our lower grades Pre-K-2nd that is tailored to each student's need and we also have a great Special Education program with qualified teachers that lets us provide instruction to all students. We are currently at 100% teacher retention so we are proud to say that every year that we retain our teachers, our students are getting the best education possible because our teachers know the curriculum and use best practices to teach our students the skills that they need to know to get one step closer to college. Our school demographics consists of:

African American:0.01%

Hispanic:1.35%

White:71.40%

Asian:0.16%

Economically Disadvantaged:92.40%

EL:49.49%

SPed:5.32%

Female:47.72%

Male:52.27%

Demographics Strengths

Owassa Academy has a strong culture and climate where students, staff, and parents feel a good sense of belonging, feel valued and proud to be a Bronc. Everyone is always willing to help each other anywhere assistance is needed regardless of the task that needs to be completed.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a lack of schoolwide celebrations for students, teachers, and staff resulting in our teacher retention at a 79%. **Root Cause:** Teachers, leaders, and staff were scared to do physical gatherings or celebrations due to the high cases of COVID. We were very limited as leaders of the school to make decisions that would ultimately keep our staff and students safe.

Problem Statement 2 (Prioritized): There is a lack of follow through ADA Minute by Minute plan to increase attendance resulting with our ADA at 89%. **Root Cause:** Lack of stakeholders not properly trained early in the year so that the plan is carried out with fidelity. Not executing the Escalation Matrix by the 4th week of school (or earlier, if needed). Residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has suppressed intervention efforts to improve services and investment

Problem Statement 3 (Prioritized): There is a lack of investment to increase student persistence for current families, therefore ending at 90.66% **Root Cause:** Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Lack of consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate

Student Learning

Student Learning Summary

Owassa Academy received an A Rating for the 2021-2022 School year earning 4/5 distinctions. Our school has made tremendous growth from the beginning of the year in STAAR grade levels. We knew our students were left with an educational gap after the pandemic hit so we made sure to do everything we could to provide students with extra tutoring and close the learning gaps. Our Pre-K through 2nd grade students ended the year in Reading at 84% on level. Teachers worked tirelessly and collaboratively to make sure that these gaps were closed and students were learning everyday. Pre-K through 2nd grade students ended the year in Math with more than 90% of our students meeting our 90/60/30 goal. Learning standards were aligned and multiple at-bats were given to students for additional independent and group practice. Our 3rd grade ELA team landed at a 80/55/31 and our 4th grade ELA team at a 84/56/29 with an overall for reading and math at a 79/36/28 and a 48 achievement score.

Student Learning Strengths

Students are provided with extra intervention and individualized homework to cater to their individual needs. In every classroom students are provided with anchor charts for access points and their Criteria for Success during the lessons to be able to execute and master the objective of the day. Students in the upper grade learned how to use dictionaries effectively on a daily basis. Do now's were given to students so that they could arrange words in alphabetical order, giving them daily practice that would help them navigate comfortably a dictionary. Our leaders focused Practice session for teachers in areas of the lesson that would be most beneficial to our student learning. Teachers unpacked assessments a week in advance to find any gap or misconception that they could include in their lesson to address them beforehand. Teachers also collaborated across grade levels based on student needs providing extra support during different times of the day.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a lack of consistent intervention strategies for Pre-K-5th graders in reading and math. **Root Cause:** Lack of training on strategies for leaders to implement and monitor through out the year.

Problem Statement 2 (Prioritized): There is a lack of training in higher order thinking questions that fluctuate rigor based on student needs. **Root Cause:** Lack of training for teachers and leaders on what rigor looks like in the classroom.

School Processes & Programs

School Processes & Programs Summary

Programs:

- DI curriculum
- Special Education
- Traditional
- Bilingual
- ESL

Processes:

- Bi-weekly staff meetings
- Weekly observations as instructional leaders
- Weekly feedback in person as well as in teachboost
- Weekly targeted practice sessions with manager

School Processes & Programs Strengths

- Existing processes are followed with fidelity and involve the input of all stakeholders
- Processes have served to assist campus in the early identification of students needing special services such as, speech, 504, etc
- Teacher Development processes continue throughout the year to strengthen teachers skills related to instructional delivery
- Student identification for Bilingual and ESL services through timely LAS testing

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a lack of staff retention because it decreased approximately 14% from the previous year. **Root Cause:** The lack of alignment between what is expected from teachers/ staff and the communication is being sent out in regards to work/life balance.

Problem Statement 2 (Prioritized): There is a lack of content or bilingual certified teachers at Owassa Academy currently having 0% **Root Cause:** At time of hiring teachers were not required to be certified. There is a need for teachers to be certified.

Perceptions

Perceptions Summary

Whenever we have come across situations, I believe that teachers do a really good job talking to students to try and resolve issues in a respectful and friendly manner. When teachers have an issue with any stakeholder, they bring it up to their manager and together talk about solutions that can benefit everyone involved. Our SSA is involved tremendously in every situation and our staff and parents feel very comfortable to be approached by her or any staff member during crucial times.

Perceptions Strengths

At IDEA Owassa we have a good behavior plan consistent across grade levels. Our teachers have great communication with parents and that leads to successful family engagement events where teachers and staff are present. We also have strong partnerships with community leaders and businesses that help out during events or lend a helping hand when needed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a lack of consistent resources in training for our teachers to assist the high rise in students mental health behavior concerns **Root Cause:** There has been a lack of staff resources, training, and curriculum specifically to build social emotional skills and build student mental health.

Problem Statement 2 (Prioritized): There is a lack of learning due to chronic absenteeism in the last couple of years in our school. **Root Cause:** There has been many challenges with the COVID 19 pandemic including teacher absences, student quarantines that have resulted in not only chronic absenteeism but creating wide academic gaps.

Priority Problem Statements

Problem Statement 1: There is a lack of follow through ADA Minute by Minute plan to increase attendance resulting with our ADA at 89%.

Root Cause 1: Lack of stakeholders not properly trained early in the year so that the plan is carried out with fidelity. Not executing the Escalation Matrix by the 4th week of school (or earlier, if needed). Residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has suppressed intervention efforts to improve services and investment

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a lack of schoolwide celebrations for students, teachers, and staff resulting in our teacher retention at a 79%.

Root Cause 2: Teachers, leaders, and staff were scared to do physical gatherings or celebrations due to the high cases of COVID. We were very limited as leaders of the school to make decisions that would ultimately keep our staff and students safe.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a lack of investment to increase student persistence for current families, therefore ending at 90.66%

Root Cause 3: Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Lack of consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a lack of consistent intervention strategies for Pre-K-5th graders in reading and math.

Root Cause 4: Lack of training on strategies for leaders to implement and monitor through out the year.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a lack of training in higher order thinking questions that fluctuate rigor based on student needs.

Root Cause 5: Lack of training for teachers and leaders on what rigor looks like in the classroom.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a lack of staff retention because it decreased approximately 14% from the previous year.

Root Cause 6: The lack of alignment between what is expected from teachers/ staff and the communication is being sent out in regards to work/life balance.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a lack of content or bilingual certified teachers at Owassa Academy currently having 0%

Root Cause 7: At time of hiring teachers were not required to be certified. There is a need for teachers to be certified.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: There is a lack of consistent resources in training for our teachers to assist the high rise in students mental health behavior concerns

Root Cause 8: There has been a lack of staff resources, training, and curriculum specifically to build social emotional skills and build student mental health.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: There is a lack of learning due to chronic absenteeism in the last couple of years in our school.

Root Cause 9: There has been many challenges with the COVID 19 pandemic including teacher absences, student quarantines that have resulted in not only chronic absenteeism but creating wide academic gaps.

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

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Study of best practices



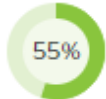






Goals

Goal 1: Increase staff retention

Performance Objective 1: 100% of full time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 an annual performance review.

High Priority

Evaluation Data Sources: Formative Evaluation includes benchmark progress on a weekly basis and Cornerstone

Strategy 1 Details	Reviews			
<p>Strategy 1: Communication regarding each staff development cycle is sent a month in advance of each cycle's start date. Strategy's Expected Result/Impact: Completion and investment in staff development Staff Responsible for Monitoring: Campus Level: All Direct report Managers. District Level: Human Assets-Talent Development Team VP of Talent Management-Elise Gilbert TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Training and support for managers to ensure completion effectively and fidelity Strategy's Expected Result/Impact: Completion and investment in staff development Staff Responsible for Monitoring: Campus level: All direct report managers. District Level: Human Assets-Talent Development Team VP of Talent Management-Elise Gilbert TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: There is a lack of schoolwide celebrations for students, teachers, and staff resulting in our teacher retention at a 79%. **Root Cause:** Teachers, leaders, and staff were scared to do physical gatherings or celebrations due to the high cases of COVID. We were very limited as leaders of the school to make decisions that would ultimately keep our staff and students safe.

School Processes & Programs


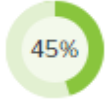






Problem Statement 1: There is a lack of staff retention because it decreased approximately 14% from the previous year. **Root Cause:** The lack of alignment between what is expected from teachers/ staff and the communication is being sent out in regards to work/life balance.

Goal 1: Increase staff retention

Performance Objective 2: 85% of IDEA Owassa Campus staff members employed in 2022-2023 will be retained and return for 2023-2024

High Priority

Evaluation Data Sources: Retention Dashboard, Great places to work survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: Support and Invest Teachers and Staff</p> <p>Strategy's Expected Result/Impact: Investing teachers in the importance of them staying on campus, making them feel appreciated through different incentives and providing positive feedback on a weekly basis will increase staff retention.</p> <p>Staff Responsible for Monitoring: Direct managers and Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Foster a welcoming and positive rapport with teachers</p> <p>Strategy's Expected Result/Impact: By maintaining an open door policy for teachers and doing quarterly temperature checks will increase staff retention.</p> <p>Staff Responsible for Monitoring: Direct managers and principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: There is a lack of schoolwide celebrations for students, teachers, and staff resulting in our teacher retention at a 79%. Root Cause: Teachers, leaders, and staff were scared to do physical gatherings or celebrations due to the high cases of COVID. We were very limited as leaders of the school to make decisions that would ultimately keep our staff and students safe.</p>

School Processes & Programs









Problem Statement 1: There is a lack of staff retention because it decreased approximately 14% from the previous year. **Root Cause:** The lack of alignment between what is expected from teachers/ staff and the communication is being sent out in regards to work/life balance.

Goal 2: Meet or exceed enrollment targets

Performance Objective 1: 100% of enrollment target will be met or exceeded as set by the Texas Board of directors, by the homeroom period on the 11th day of school of the 2023-2024 school year.

High Priority

Evaluation Data Sources: Enrollment Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Consistent weekly and monthly recruitment events</p> <p>Strategy's Expected Result/Impact: Ensuring we stay on top of weekly and monthly recruitment events by identifying and planning around it during APO check-ins will result in meeting or exceeding enrollment targets.</p> <p>Staff Responsible for Monitoring: Assistant Principal of Operations and Principal</p> <p>Problem Statements: Demographics 1, 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Maximizing Social Media and Virtual recruitment</p> <p>Strategy's Expected Result/Impact: By maximizing social media and virtual recruitment by marketing why our school is unique will result in meeting or exceeding enrollment targets</p> <p>Staff Responsible for Monitoring: Assistant Principal of Operations and Principal</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a lack of schoolwide celebrations for students, teachers, and staff resulting in our teacher retention at a 79%. Root Cause: Teachers, leaders, and staff were scared to do physical gatherings or celebrations due to the high cases of COVID. We were very limited as leaders of the school to make decisions that would ultimately keep our staff and students safe.</p> <p>Problem Statement 3: There is a lack of investment to increase student persistence for current families, therefore ending at 90.66% Root Cause: Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Lack of consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate</p>


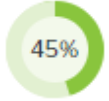



Goal 3: IDEA achieves an A rating







Performance Objective 1: 3rd-5th Idea Owassa scholars will perform at or above grade level in reading and math measured by the Grade Level Standard 90/60/30

High Priority

HB3 Goal

Evaluation Data Sources: Instructional Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Effective Coaching and Development</p> <p>Strategy's Expected Result/Impact: The impact of observing and coaching teachers on a weekly basis by providing quality lesson plan feedback and ongoing coaching will enable teachers to make a change in data to ensure our teachers get instruction right "first teach" and close gaps for all students, including special populations.</p> <p>Staff Responsible for Monitoring: Principal, API, VP</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Interventionist - Federal Grant - \$59,300, Interventionist - Federal Grant - \$59,300</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: use interventionists to improve 3-5th reading performance</p> <p>Strategy's Expected Result/Impact: This strategy will provide targeted, skills-based instruction at the student academic level to close learning gaps.</p> <p>Staff Responsible for Monitoring: Interventionist, API, Principal, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Interventionist - Federal Grant</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Effective Data Tracking Strategy's Expected Result/Impact: The impact of tracking ET/DN on a daily basis will help identify skills that need more intervention. Tracking individualized TEKS standards student trackers after each benchmark SWAM meetings will create an intense focus on sub-groups and individualized learning pathways for students. Staff Responsible for Monitoring: Principal, API, VP, Classroom Teachers	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a lack of consistent intervention strategies for Pre-K-5th graders in reading and math. Root Cause: Lack of training on strategies for leaders to implement and monitor through out the year.


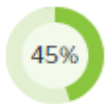


Goal 3: IDEA achieves an A rating

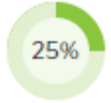
Performance Objective 2: 3rd grade students performing at or above grade level reading as measured by the Meets Grade Level Standard on STAAR will increase from 55% to 60% in Spring 2024

High Priority

HB3 Goal

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, & Weekly Internal Data Analysis

Strategy 1 Details	Reviews			
<p>Strategy 1: Effective Coaching and Development</p> <p>Strategy's Expected Result/Impact: The impact of observing and coaching teachers on a weekly basis by providing quality lesson plan feedback and ongoing coaching will enable teachers to make a change in data to ensure our teachers get instruction right "first teach" and close gaps for all students, including special populations.</p> <p>Staff Responsible for Monitoring: Principal, API, VP, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Interventionist - Federal Grant - \$59,300, AR ZONE FACILITATOR - Federal Grant - \$30,396.96</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Effective Data Tracking</p> <p>Strategy's Expected Result/Impact: The impact of tracking ET/DN on a daily basis will help identify skills that need more intervention. Tracking individualized TEKS standards student trackers after each benchmark SWAM meetings will create an intense focus on sub-groups and individualized learning pathways for students.</p> <p>Staff Responsible for Monitoring: Principal, API, VP, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor implementation of adaptive software, Imagine Learning & AR</p> <p>Strategy's Expected Result/Impact: This strategy will provide targeted, skill-based instruction at the students academic level to close learning gaps.</p> <p>Staff Responsible for Monitoring: AR Facilitator, API, Principal, Classroom teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: AR Facilitator - Federal Grant - \$30,396.96</p>	Formative			Summative
	Oct	Jan	Mar	June
				

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  Accomplished
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a lack of consistent intervention strategies for Pre-K-5th graders in reading and math. Root Cause: Lack of training on strategies for leaders to implement and monitor through out the year.</p>

Goal 3: IDEA achieves an A rating

Performance Objective 3: 3rd grade students performing at or above grade level math as measured by the Meets Grade Level Standard on STAAR will increase from 38% to 60% in Spring 2024

High Priority

HB3 Goal

Evaluation Data Sources: Internal Exam Dashboard, Instructional Dashboard, & Weekly Internal Data Analysis

Strategy 1 Details	Reviews			
<p>Strategy 1: Effective Coaching and Development</p> <p>Strategy's Expected Result/Impact: The impact of observing and coaching teachers on a weekly basis by providing quality lesson plan feedback and ongoing coaching will enable teachers to make a change in data to ensure our teachers get instruction right "first teach" and close gaps for all students, including special populations.</p> <p>Staff Responsible for Monitoring: Principal, API, VP, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Effective Data Tracking</p> <p>Strategy's Expected Result/Impact: The impact of tracking ET/DN on a daily basis will help identify skills that need more intervention. Tracking individualized TEKS standards student trackers after each benchmark SWAM meetings will create an intense focus on sub-groups and individualized learning pathways for students.</p> <p>Staff Responsible for Monitoring: Principal, API, VP, Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 3 Problem Statements:

Student Learning









Problem Statement 1: There is a lack of consistent intervention strategies for Pre-K-5th graders in reading and math. **Root Cause:** Lack of training on strategies for leaders to implement and monitor through out the year.

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Owassa Academy will achieve a 97% annual attendance rate for the 22-23 school year

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: ADA Communication</p> <p>Strategy's Expected Result/Impact: The impact of contacting 100% of students who are absent before OATP will increase our ADA on a daily basis and will reiterate to our parents our ADA policy and guidelines.</p> <p>Staff Responsible for Monitoring: APO and SIS</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: ADA Tracking Logs</p> <p>Strategy's Expected Result/Impact: The impact of tracking our ADA will ensure teachers and leaders are finding students of concerns and setting up meetings with parents to find solutions for possible root causes, helping increase our daily ADA.</p> <p>Staff Responsible for Monitoring: APO and SIS</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
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Performance Objective 1 Problem Statements:








Demographics
<p>Problem Statement 2: There is a lack of follow through ADA Minute by Minute plan to increase attendance resulting with our ADA at 89%. Root Cause: Lack of stakeholders not properly trained early in the year so that the plan is carried out with fidelity. Not executing the Escalation Matrix by the 4th week of school (or earlier, if needed). Residual challenges with the COVID-19 pandemic including teacher absences, student quarantines, health concerns, and virtual fatigue has suppressed intervention efforts to improve services and investment</p>

Goal 5: Increase student persistence

Performance Objective 1: 90% of IDEA Owassa Academy students enrolled during the 22-23 school year will persist and return for the start of the 23-24 school year.

High Priority

Evaluation Data Sources: Locus Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent communication</p> <p>Strategy's Expected Result/Impact: Having multiple communication methods with parents and having teachers log in their calls and follow ups in a school wide call log will increase student persistence</p> <p>Staff Responsible for Monitoring: APO</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: PRE-KINDERGARTEN TEACHER - Federal Grant - \$55,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Strong Family Community Engagement</p> <p>Strategy's Expected Result/Impact: The impact of having monthly family engagement events will help staff build positive relationship with parents, increasing our student persistence.</p> <p>Staff Responsible for Monitoring: Lead Team</p> <p>Title I: 4.2</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:








Demographics
<p>Problem Statement 3: There is a lack of investment to increase student persistence for current families, therefore ending at 90.66% Root Cause: Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process Lack of consistent annual reflection and interest surveys on what keep students/families at IDEA and what programmatic offerings we need to consider and incorporate</p>

Goal 5: Increase student persistence

Performance Objective 2: Increase student support in SEL competencies and mental health through our district wide counseling program and vision, prioritizing our positive behavior support interventions and our students in special programs, including students with special needs, English language Learners, and students who have a 504 plan

High Priority

Evaluation Data Sources: Student persistence Dashboard, Leaver Reasons (source data: Powerschool) Move this World lesson completion reports, and Mission Lists







Strategy 1 Details	Reviews			
<p>Strategy 1: Hire and retain a licensed school counselor</p> <p>Strategy's Expected Result/Impact: highly qualified and licensed counselor for students and staff to appropriately support our counseling program at the school level</p> <p>Staff Responsible for Monitoring: Rog Wagner, Director of Mental health and SEL</p> <p>Title I: 2.5, 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of a common SEL program, Move this World, across all schools</p> <p>Strategy's Expected Result/Impact: Achieve a 4.7 out of 5.0 rating on Student Survey statement in Spring 2003: I feel safe at School.:</p> <p>Staff Responsible for Monitoring: Robert Wagner, Director of Mental Health and SEL</p> <p>Title I: 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Increase student persistence

Performance Objective 3: 75% of 1st -5th grade students have at least 1,200 MVPA (Moderate Vigorous Physical Activity) by EOY

High Priority

Evaluation Data Sources: Student Assessment Data, Locus Dashboard

Strategy 1 Details	Reviews			
<p>Strategy 1: PE lesson plans turned in on a weekly basis</p> <p>Strategy's Expected Result/Impact: Ensuring coaches turn in lesson plan lets instructional leaders provide quality feedback and ensures that coaches have a clear plan to get students moving in a fun and engaging way moving them closer to meet their individual goal.</p> <p>Staff Responsible for Monitoring: Coaches, API, Principal</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: There is a lack of schoolwide celebrations for students, teachers, and staff resulting in our teacher retention at a 79%. Root Cause: Teachers, leaders, and staff were scared to do physical gatherings or celebrations due to the high cases of COVID. We were very limited as leaders of the school to make decisions that would ultimately keep our staff and students safe.</p>

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gabriella Herrera	PRE-KINDERGARTEN TEACHER	Title I	1
Jorge Alanis	Interventionist	Title I	1
Monica Gutierrez	AR Zone Facilitator	Title I	1
Vanessa Villarreal	Interventionist	Title I	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Interventionist		\$59,300.00
3	1	1	Interventionist		\$59,300.00
3	1	2	Interventionist		\$0.00
3	2	1	Interventionist		\$59,300.00
3	2	1	AR ZONE FACILITATOR		\$30,396.96
3	2	3	AR Facilitator		\$30,396.96
5	1	1	PRE-KINDERGARTEN TEACHER		\$55,000.00
Sub-Total					\$293,693.92

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	0%	PTG	0%
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	<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>	Pending		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>	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	<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>	Pending		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>	Pending		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>	Pending		Action Required	
Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	<p>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.</p>	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

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	98%	96/89/74	100/82/59	100/99/70	67%	159/239

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	74	78	NA	49%	108/222
% Meets	37	45	NA		
% Masters	20	30	NA		
% Student Achievement Average	44	51	NA		
% Meet 2 year growth			NA		

Data Source: CSI Academy

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

Reflections

Areas of Strength	Areas of Need
1. Extra intervention and individualized homework <input type="checkbox"/>	1. Connections in math to TEKS based material for lower grades
2 Weekly Lesson Plan Submission	2 Teachers needs to grade all exit tickets and track data.
3 Focused Practice Sessions	3 Run reports after every Mid Module and End of Module

Campus Name

Comprehensive Needs Assessment						
ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	95%	71%	49%	86%	14%	63%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					31/222	284/461
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4		
% Approaches	80	84	NA	NA		
% Meets	55	56	NA	NA		
% Masters	31	29	NA	NA		
SAS	55	56	NA	NA		
% Student Achievement Average	55%	56%	NA	NA		
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	41%					
% of CSI Passing STAAR	40%					
% of SPED Passing STAAR	60%					

Reflections	
Areas of Strength	Areas of Need
1. The students learned how to use dictionaries effectively and used them on a daily basis.	1. Teachers had a difficult time finding intervention strategies that tie in with students IEP plans.
2. The teachers consistently used graphic organizers in their classroom with STAAR aligned questions for students to practice.	2. Teachers were not using higher order questions to target sped students in the classroom.
3. Anchor charts and CFS were always posted up and students referred back to during class and were always visible for students.	3. Writing: Teacher are not able to provide feedback to all students on the spot when drafting their writing creating a gap in students being able to go back when editing and combining information.

<p>4. Teachers unpacked assessments to target key points in each lesson to ensure mastery.</p>	<p>4. Comprehension: Students are unable to analyze and make inferences about stories they read or listen to and usually have a hard time connecting their ideas to what is relevant in the story. □</p>
<p>5. The students showed their evidence by underlining and circling key words during the reading then they supported their understanding by going back to the text and annotating where they found their answers.</p>	<p>5. Teachers didn't provide students enough challenges to be able to have more students starting in first being word masters and royal readers</p>
<p>6. Students fluency decreased in time while doing check outs and when taking DIBELS test. □</p>	<p>6. Teachers and staff didn't track word count from the beginning of the school year.</p>
<p>7. All teachers collaborated based on student needs providing extra support during recess to low groups.□</p>	

Campus Name

Comprehensive Needs Assessment

ACADEMY

Data Sources: Science Pk-2

	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students	N/A	100/100/96	95/84/65	100/96/90	78/58/20	81/38/13

Data Source: Science 3-5

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

Reflections

Areas of Strength	Areas of Need
1. Lesson plans were very thoroughly detailed with CFS.	1. Enough books were not provided and copies needed to be made for students.
2. PPT and scope and sequence was provided to teachers through curriculum corner.	2. Teachers wanted more labs for students in the lower grades that could have been tied to the lessons.
3. Teachers were provided with content foundation lessons that allowed them to set up their space accordingly with all teacher and student materials.	3. There was not enough hands on activities for students to do through the curriculum, so teachers had to find resources on their own.

Campus Name

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	N/A	100/99/96	100/95/88	100/100/98	64/38/22	91/64/31	NA

Reflections

Areas of Strength	Areas of Need
1. Lesson plans were very thoroughly detailed with CFS.	1. Enough books were not provided and copied needed to be made for students□
2. PPT and scope and sequence were provided to teachers through the curriculum corner.	2. There was not enough hands on activites for students to do through the curriculum, so teachers had to find resources on
3. Modules taught students diverse ideas/customs/rituals from different regions around the world.	3. Teachers would like more in person trainings or see exemplars of what the social studies classroom look like. (resource pages, videos, pictures)

Campus Name

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing
% Beginning	12%	22%	5%	13%
% Intermediate	7%	38%	23%	32%
% Advanced	46%	38%	9%	29%
% Advanced High	29%	2%	18%	27%

Reflections

Areas of Strength	Areas of Improvement
<p>1. Our EL point person and TC were able to have multiple Telpas tutorials before the test. They were able to go over testing environment and protocols with students.</p>	<p>1 EL Coordinator will have more co and a Parent Academy like we do with the attendance for TELPAS is at 100%</p>
<p>2 Prior to testing the testing environment was set up by EL coordinator and approved by Lead team to ensure students were in compliance with state regulations.</p>	<p>2 EL coordinator will involve teachers to know how the testing will be for TELPAS the importance of it since beginning of the year STAR and DIBELS plans are shared and incorporated into the curriculum</p>
<p>3 Lead team worked with teachers to know the EL students to ensure that these students practiced answering through out the year in complete sentences.</p>	<p>3. EL coordinator will work with All teachers can help students more in class to achieve their TELPAS.</p>

)
% of ELL Students who grew one or more levels
75%
16%
9%
13%

Need
ommunication about TELPAS with STAAR test to ensure that 0% like with STAAR.
ers in the tutorials so that they ELPAS, so that students know of year. The same way that Ren ed, the TELPAS plan will also e them.
PI to share resources on how lass to ensure that students

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	65.22%
% Teacher Retention	78.79%
% Campus Support Retention	71.43%
% SPED Teachers	100%
% State/National Certified Teachers	N/A
% State Certified Leaders	40%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	N/A

Reflection	
Areas of Strength	Areas of Need
1. Continue to recognize and celebrate teachers (jean passes, perfect attendance, random acts of appreciation, weekly shout outs, recognition through Rowdy Round ups) Continue w/ temperature checks at least one every semester	1. start building a pool of candidates for upcoming positions
2. Continue to have an open door policy with staff.	2. Create an onboarding plan for mid year hires
3. Continue with teacher references for new hires.	3. Have better trainings for teachers based on content
4. Continue to coach and develop our own Co-teachers into teaching positions.	4



Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	89.68%
% Overall Persistence	91.67
% New Student Persistence	90.6
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	5.32%
% ELL	49.39%
% Eco Dis	92.40%
% Migrant	0
% Race: American-Indian- Alaska-Native	0.00%
% Asian	0.16%
% White-Hispanic	1.35%
% Multi	2
% Black-African-American	0.01%
% Native-Hawaiian-Pacific- Islander	0.00%
% White	71.40%
% Male	52.27%
% Female	47.72%

Data Source: School Culture and Climate

Reflections

Areas of Strength	Areas of Need
1. As a school we celebrated successes with students when jumping programs.	1. Field Lessons need to be planned throughout the year.
2. As a school we held Rowdy Round Up every Friday to celebrate students and teachers for their accomplishment throughout the week.	2. Instead of having house cups happen every semester, we should aim to have them every quarter.
3. As a school we held ADA challenges to help promote attendance.	3. As a school we need to have more team building activities or team gatherings throughout the year.

4. As a lead team we did small tokens of teacher appreciation throughout the year.

4. Follow ADA Minute by Minute plan to increase attendance. Ensure training for all stakeholders takes place

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	67%
% Families Attended Curriculum Night	30%
% Families Who Attended EOY Ceremonies	80 %
% Families who attended Fall Festival	80%
% Families who attended Winter Festival	NA
% Families who attended Spring Festival	90 %

Reflection	
Areas of Strength	Areas of Need
1 Everyone came together as a school to ensure that our family events were succesful through out the year.	1. SSA will ensure to have GRIPI and RASI ready for all events in a timely matter to ensure everyone knows the
2 SSA and Principal always work closely to ensure that parent communication was share in a timely manner, this helped with our family attendance.	2 SSA and APO will work closely with facility manager to ensure that traffic control isset since campus capacity is getting bigger next year.
3 Eventhough as a campus we were still having restrictions we worked together to have family touch points since BOY and	3 Since next year we will divide our events due tobeing a full campus SSA will work on having monthly calendar