IDEA Public Schools

Pflugerville Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in Science

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

Mission Statement

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

Vision

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

Core Values

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

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

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 1, 2022

Demographics

Demographics Summary

Data Source: School Culture and Climate

	Campus %
% Average Daily Attendance	89.61%
% Overall Persistence	89.94%
% New Student Persistence	80.14%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	2.30%
% ELL	48.60%
% Eco Dis	74.80%
% Migrant	0
% Race: American-Indian-Alaska-Native	1.30%
% Asian	5.70%
% White-Hispanic	60.60%
% Multi	1.90%
% Black-African-American	22.70%

% Native-Hawaiian-Pacific-Islander	0.49%
% White	10.6
% Male	51.30%
% Female	49.70%

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to improve achievement in Math due to it being at 39% in grades 3-5. **Root Cause:** (1) Poor scholar attendance and (2) lack of data-driven instruction with poor to no re-teach plan for skills not mastered

Problem Statement 2 (Prioritized): 48.60% of scholars classified as ELs are struggling with literacy across core contents. **Root Cause:** (1) Lack of academic supports (staffing for EL Coordinator/interventionist) for EL scholars and (2) lack of professional development for teachers providing instruction to EL scholars.

Problem Statement 3 (Prioritized): There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause:** Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2) lack of "joy" (opportunities for scholars to engage in after-school clubs, pep-rallies, and/or other events that create school spirit.

Problem Statement 4 (Prioritized): There is a need to increase student attendance because it has declined over the past two years. **Root Cause:** (1) High volume of absences due to COVID (or other illnesses) and (2) lack of consistency in holding families and students accountable. (3) Weak operating mechanism to track and respond to gaps in ADA

Problem Statement 5 (Prioritized): There is a need to create more space for Academy scholars on campus to ensure there are designated spaces for intervention, Direct Instruction, and electives. **Root Cause:** (1) Lack of creativity in finding alternate learning space.

School Processes & Programs

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

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

SEL/ Mental Health and Family Engagement

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 48.60% of scholars classified as ELs are struggling with literacy across core contents. **Root Cause:** (1) Lack of academic supports (staffing for EL Coordinator/interventionist) for EL scholars and (2) lack of professional development for teachers providing instruction to EL scholars.

Problem Statement 2 (Prioritized): There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause:** Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2) lack of "joy" (opportunities for scholars to engage in after-school clubs, pep-rallies, and/or other events that create school spirit.

Problem Statement 3 (Prioritized): There is a need to increase student attendance because it has declined over the past two years. **Root Cause:** (1) High volume of absences due to COVID (or other illnesses) and (2) lack of consistency in holding families and students accountable. (3) Weak operating mechanism to track and respond to gaps in ADA

Priority Problem Statements

Problem Statement 1: There is a need to increase student attendance because it has declined over the past two years.

Root Cause 1: (1) High volume of absences due to COVID (or other illnesses) and (2) lack of consistency in holding families and students accountable. (3) Weak operating mechanism to track and respond to gaps in ADA

Problem Statement 1 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 2: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years.

Root Cause 2: Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2) lack of "joy" (opportunities for scholars to engage in after-school clubs, pep-rallies, and/or other events that create school spirit.

Problem Statement 2 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 3: There is a need to improve achievement in Math due to it being at 39% in grades 3-5.

Root Cause 3: (1) Poor scholar attendance and (2) lack of data-driven instruction with poor to no re-teach plan for skills not mastered

Problem Statement 3 Areas: Demographics - Student Learning

Problem Statement 4: 48.60% of scholars classified as ELs are struggling with literacy across core contents.

Root Cause 4: (1) Lack of academic supports (staffing for EL Coordinator/interventionist) for EL scholars and (2) lack of professional development for teachers providing instruction to EL scholars.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 5: There is a need to create more space for Academy scholars on campus to ensure there are designated spaces for intervention, Direct Instruction, and electives.

Root Cause 5: (1) Lack of creativity in finding alternate learning space.

Problem Statement 5 Areas: Demographics

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Increase staff retention

Performance Objective 1: 100% of staff members complete 30 hours professional development for their core subject by April.

High Priority

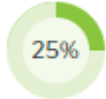**Evaluation Data Sources:** RoadMap, Texas Reading Academies, Bi-monthly Webinars, and Course Collab.

Strategy 1 Details	Reviews			
Strategy 1: 100% of instructional staff members will attend bi-weekly webinars, monthly content PDs, quarterly course collaboration days in their core content.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Highly-qualified instructional staff members who feel successful and supported in teaching their content. **Staff Responsible for Monitoring:** Assistant Principal of Instruction(s) **TEA Priorities:** Recruit, support, retain teachers and principals	15%	40%		
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Increase staff retention

Performance Objective 2: IDEA Pflugerville Academy scores a 80% of higher on GPTW Survey in the Spring.

    High Priority

    Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details			Reviews			
Strategy 1: Hold quarterly Think Tank Meetings with staff to address results/feedback provided in GPTW surveys.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff members will be retained due to feeling heard and supported. **Staff Responsible for Monitoring:** Principal			**Oct**	**Jan**	**Mar**	**June**
TEA Priorities: Recruit, support, retain teachers and principals			25%	50%		
	0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Goal 1: Increase staff retention

Performance Objective 3: Scholars will engage in 170 minutes of vigorous physical activity during PE.

Evaluation Data Sources: Increased physical activity and health among students.

Strategy 1 Details	Reviews			
Strategy 1: API managing Physical Education will provide real-time coaching and lesson plan feedback to PE teachers on a consistent basis.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased vigor in physical activity for scholars. **Staff Responsible for Monitoring:** API, Teachers **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	25%	50%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 2: IDEA achieves an A rating

Performance Objective 1: 100% of 3rd-5th grade scholars achieve 90/60/30 on the Math and ELA STAAR in May.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Mock Math STAAR, Mock ELA STAAR, Math STAAR, and ELA STAAR

Strategy 1 Details	Reviews			
Strategy 1: Scholars who failed Math and/or ELA STAAR in the 3rd and 4th grade will be provided with 30 hours of remediation in a small group setting with a interventionist.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Struggling scholars will get individualized instruction.
     Staff Responsible for Monitoring: Math and ELA APIs
 	
     Title I:
 2.4
  - **TEA Priorities:**
 Build a foundation of reading and math
     Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1
	25%	50%		

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to improve achievement in Math due to it being at 39% in grades 3-5. **Root Cause**: (1) Poor scholar attendance and (2) lack of data-driven instruction with poor to no re-teach plan for skills not mastered
Problem Statement 2: 48.60% of scholars classified as ELs are struggling with literacy across core contents. **Root Cause**: (1) Lack of academic supports (staffing for EL Coordinator/interventionist) for EL scholars and (2) lack of professional development for teachers providing instruction to EL scholars.

Student Learning
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School Processes & Programs
Problem Statement 1: 48.60% of scholars classified as ELs are struggling with literacy across core contents. **Root Cause**: (1) Lack of academic supports (staffing for EL Coordinator/interventionist) for EL scholars and (2) lack of professional development for teachers providing instruction to EL scholars.

Goal 2: IDEA achieves an A rating

Performance Objective 2: 90% of scholars in Kinder-2nd grade are reading on or above grade level.

    High Priority

    HB3 Goal

    Evaluation Data Sources: DIBELS, RenSTAR, Direct Instruction Mastery Tests
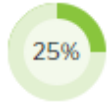
Strategy 1 Details	Reviews			
Strategy 1: Daily classroom observations and tight-loop coaching in high-priority classrooms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure scholars are receiving quality instruction. **Staff Responsible for Monitoring:** Direct Instruction API **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1	**Oct**	**Jan**	**Mar**	**June**
	25%	50%		

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 48.60% of scholars classified as ELs are struggling with literacy across core contents. **Root Cause**: (1) Lack of academic supports (staffing for EL Coordinator/interventionist) for EL scholars and (2) lack of professional development for teachers providing instruction to EL scholars.

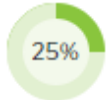| Student Learning |
|---|
| **Problem Statement 2**: 48.60% of scholars classified as ELs are struggling with literacy across core contents. **Root Cause**: (1) Lack of academic supports (staffing for EL Coordinator/interventionist) for EL scholars and (2) lack of professional development for teachers providing instruction to EL scholars. |

School Processes & Programs
Problem Statement 1: 48.60% of scholars classified as ELs are struggling with literacy across core contents. **Root Cause**: (1) Lack of academic supports (staffing for EL Coordinator/interventionist) for EL scholars and (2) lack of professional development for teachers providing instruction to EL scholars.

Goal 2: IDEA achieves an A rating

Performance Objective 3: 60% of SPED scholars with IEPs achieve Approaching on the STAAR.

Strategy 1 Details		Reviews			
Strategy 1: Special Education who failed the Math and/or Reading STAAR receive 45 minutes, twice a week, of targeted, content based instruction in small groups.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased achievement among special education pops. **Staff Responsible for Monitoring:** SPED API, Math and ELA Interventionists **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction		25%	50%		
	0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue	

Goal 3: Increase student daily attendance

Performance Objective 1: 97.5% of all scholars in grade Kinder-5th achieve average daily attendance by last day of school.

> **High Priority**

> **Evaluation Data Sources:** PowerSchool

Strategy 1 Details	Reviews			
Strategy 1: Teachers, Lead Team, Social Worker/School Counselor, and Operation Staff will contact scholars who are absent on a daily basis to increase awareness around the importance of daily attendance.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase average daily attendance **Staff Responsible for Monitoring:** APO **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 4 - School Processes & Programs 3 - Perceptions 2	**Oct**	**Jan**	**Mar**	**June**
	15%	50%		
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: There is a need to increase student attendance because it has declined over the past two years. **Root Cause**: (1) High volume of absences due to COVID (or other illnesses) and (2) lack of consistency in holding families and students accountable. (3) Weak operating mechanism to track and respond to gaps in ADA
School Processes & Programs
Problem Statement 3: There is a need to increase student attendance because it has declined over the past two years. **Root Cause**: (1) High volume of absences due to COVID (or other illnesses) and (2) lack of consistency in holding families and students accountable. (3) Weak operating mechanism to track and respond to gaps in ADA
Perceptions
Problem Statement 2: There is a need to increase student attendance because it has declined over the past two years. **Root Cause**: (1) High volume of absences due to COVID (or other illnesses) and (2) lack of consistency in holding families and students accountable. (3) Weak operating mechanism to track and respond to gaps in ADA

Goal 4: Increase student persistence

Performance Objective 1: 90% of all scholars in grades Kinder-5th persist beyond the first ten days of the 23-24 school year.

    High Priority

    Evaluation Data Sources: PowerSchool, Locus

Strategy 1 Details		Reviews			
Strategy 1: Host one to two family engagement events every month for Academy and College Prep families.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 90% of scholars persist to the upcoming school year		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: APO and Student Counselor		25%	50%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 4: Increase student persistence

Performance Objective 2: 100% of Safety Drills are executed on time and effectively according to school district criteria for succss.

High Priority

Evaluation Data Sources: Safety Drill Evaluation Rubric

Strategy 1 Details			Reviews		
Strategy 1: Tight-loop APO to be compliant with district safety drill expectations.			**Formative**		**Summative**
Strategy's Expected Result/Impact: 100% of Safety Drills are executed on time.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: APO, Principal **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	25%	40%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 5: All IDEA scholars matriculate to college.

Performance Objective 1: 90% of scholars in grades 3-5 attend a Field Lesson to a Texas college or university by end of Spring semester.

High Priority

Evaluation Data Sources: Internal Tracker

Strategy 1 Details	Reviews			
Strategy 1: Expose 3rd-5th scholars to Texas colleges and universities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase awareness of higher ed among scholars from low-income communities.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: School Counselor **Title I:** 2.6 **Problem Statements:** Demographics 3 - School Processes & Programs 2 - Perceptions 1	0%	50%		
0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a need to increase student persistence specifically for new to IDEA students because it has declined over the past two years. **Root Cause**: Lack of consistent and clear communication around school culture and expectations to parents and students during the entire onboarding process (Welcome to IDEA), and (2) lack of "joy" (opportunities for scholars to engage in after-school clubs, pep-rallies, and/or other events that create school spirit.
School Processes & Programs
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Addendums

Master CNA & SAIP Reporting Checklist

	PTG	33%	PTG	0%

DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending	Not sure what needs to be done here. Please advise.	Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	

Campus Name
2021-22 Student Achievement Improvement Plan
ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2B	Student-facing Montlhy ADA Incentives	O	ALL	Dwayne Shorter (APO)	8/5-5/27			
IG	Math Intervention	S	ALL	Sarah Perez	8/5-5/27			
2C	Monthly Family Engagement Events	O	ALL	Tyrell Harmon	8/5-5/27			
2C	Monthly Parent Classess	O	ALL	Abby Masselink/ Tyrell Harmon	8/5-5/27			
1E	100% of K-5 Content Teachers are SIOP trained and ESL certified.	S	ELL	Melissa Lopez	7/25-5/27			
2C	After-school Clubs in the following areas will be made available to all K-5 students: Cheerleading, Running, Art, Student Council and Yearbook	O	ALL	Melissa Lopez and various K-5 Teachers	8/5-5/27			
1E	Weekly Culture Lessons created by SW/SSA to address social-emotional/behvioral issues	O	ALL	Abby Masselink/ Tyrell Harmon	8/5-5/27			
2A	Monthly PD for GTLs	O	ALL	Sandra Olvera	7/12-5/27			
2B	Fun-Friday Scope and Sequence	O	ALL	Stephanie Anzaldua	8/5-5/27			

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

Campus Name

Comprehensive Needs Assessment ACADEMY					
Data Sources: Eureka Math & Electives Academy					
	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	N/A	58.80%	27.50%	70.60%	25.50%	Not Met
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	63.00%	59%	70%	35%		
% Meets	34.00%	29%	47%			
% Masters	13.00%	15%	21%			
% Student Achievement Average	37.00%	34.00%	46.00%			
% Meet 2 year growth	N/A					
Data Source: CSI Academy					
	Math AC CSI					
% CSI (EOY Ren.)	N/A					
% of CSI Passing STAAR	N/A					
% of SPED Passing STAAR						

Reflections	
Areas of Strength	**Areas of Need**
1 Teacher autonomy and scaffolding to meet student needs	1 EL supports for instruction
2 Teacher development and student implementation of strategies with fidelity	2 Math intervention for most critical students
3 Strategic use of manipulatives to make learning more accesible	3 Building reading comprehension in math

	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	N/A	100%	100%	84.40%	63.40%	N/A

Comprehensive Needs Assessment
ACADEMY
Data Sources: Humanities Pk-2

Reflections	
Areas of Strength	**Areas of Need**
1 End of course projects	1 Lesson length and pacing
2. Helpful course collaborations with the other teachers	2 Supplemental work: powerpoints, vocabulary words,
	3 Resources for ELLs

Campus Name

Comprehensive Needs Assessment **ACADEMY**						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	N/A	68%	40%	56%	13%	61%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**

Data Source: STAAR					
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Writing Grade 3**	**STAAR Writing Grade 4**	
% Approaches	80	67			
% Meets	52	40			
% Masters	34	25			
SAS					
% Student Achievement Average	55	44			

Data Source: CSI		
% Meeting CSI Goal	**Reading AC CSI**	
% CSI (EOY Ren.)	48%	
% of CSI Passing STAAR	24%	
% of SPED Passing STAAR		

Reflections	
Areas of Strength	**Areas of Need**
1 STAAR success/plan/unit	1 EL support/ training
2 Modifying the curriculum	2 ELA supplies (notebooks, pencils)

3 Coaching and check ins	DI New program, program was too rigorous, lack of ELL scaffolding, IW did not match rigour MT. Schedule does not take into account the actual time it takes to complete a lesson. Gap between RSME content and transitioning to RMT. Communication between lesson progress and Lesson mastery. ELL transitioning from EtoE to RMT.

Prep supplies ahead of unit
Content PDs monthly from BOY
SPED in class support

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	69.80%	87%	63%	89.40%	69%

Data Source: Science 3-5		
	STAAR Science Grade 5	
% Approaches	74%	
% Meets	50%	
% Masters	30%	
% Student Achievement Average	51.00%	

Reflections	
Areas of Strength	**Areas of Need**
1. Outside resources (videos)	1. Well distributed supplies
2. Remediation materials	2. Extra planning time for labs
3. Clear and concise lesson plans	3. Materials for ELL

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Reflections	
Areas of Strength	**Areas of Need**
	1. Discipline policy
	2. Extra planning time for labs
	Materials for ELL

Campus Name

Comprehensive Needs Assessment ACADEMY					
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)					
	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	14.30%	24.30%	21.10%	26.00%	70.50%
% Intermediate	24.50%	36.50%	42.50%	34.50%	65.12%
% Advanced	38.30%	30.50%	16.50%	29.50%	46.51%
% Advanced High	22.80%	10.60%	20.00%	12.00%	25.00%

Reflections	
Areas of Strength	Areas of Need
students who have tested previously have either improved or stayed at same composite level	practice speaking into the mic clearly and at normal voice level and recording on the first try (only 2 tries given to
	practice telpas testing before taking telpas
3	3

Campus Name

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	61.11%
% Teacher Retention	83.33%
% Campus Support Retention	50%
% SPED Teachers	100%
% State/National Certified Teachers	100%
% State Certified Leaders	N/A
% State/Board certified Counselors	N/A
Number of teacher applicants per 2020-21 school year	1513 (Austin region)

Reflection	
Areas of Strength	**Areas of Need**
1 All 3-5 Core Content Teachers are returning for 22-23 School Year.	1 Strong staff onboarding; preferably owned by someone
2 Only 2 Co-Teacher positions left to hire for 22-23 School Year.	2
3 Strong candidates have applied and been hired throughout the school year. Strong partnership with Talent Partner.	3

other than principal.

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	89.61%
% Overall Persistence	89.94%
% New Student Persistence	80.14%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	2.30%
% ELL	48.60%
% Eco Dis	74.80%
% Migrant	0
% Race: American-Indian-Alaska-Native	1.30%
% Asian	5.70%
% White-Hispanic	60.60%
% Multi	1.90%
% Black-African-American	22.70%
% Native-Hawaiian-Pacific-Islander	0.49%
% White	10.6
% Male	51.30%
% Female	49.70%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
Spirit weeks, Celebrating each culture, Family engagement	1 Math Instruction
2	2 EL Supports
3	3 SPED Supports

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	
% Families Attended Curriculum Night	0%
% Families Who Attended EOY Ceremonies	90%
% Families who attended Fall Festival	90%
% Families who attended Winter Festival	0%
% Families who attended Spring Festival	0%

Re+A11:F13flection	
Areas of Strength	**Areas of Need**
1. Award ceremony, meet the teacher, AR family reading, curriculum night, open house, parent conferences, parent shadows (Academic support)	Curriculum night, Parent Conferences 3 times a year. Rentention Communication. Report Card Night Q1-Q4
2. Parents are eager to be engaged and respond with teachers and class	2. Parent suggestion box or suggestion survey sent to parents, coffee with the prinicipal/counselor, PTO
3. Dojo and Remind translate, dual print in Spanish/English, We have access to headphones for translating	3. High population of Vietnamese families in need of translation, Designated translator for each gradelevel
4. Food trays, extra backpacks, extra clothes, coat drive, after school programs with snacks, social work referrals to outside services	4. More access to extra food and resources, GoFund Me for family needs
5. Dojo is primary form of communication	5. Google number to make phone calls, regular phone calls to parents, parent conferences BOY, MOY & EOY (focus on 10 critical students), STAAR night, curriculum night
6. Language Line Solutions, teachers and students as translators	6. Teachers learning to communicate in broken language

7. Informal communication between parents and staff	7. Survey attached via QR code to flyers, incentivize students for providing feedback, "review booth"
8	8. Hold parents accountable to return papers with at-risk data so that we can continue to receive resources, use social media to promote events/resources, brocure/newsletter, Calendar