IDEA Public Schools

Pharr Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Academic Growth

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**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA PHARR ACADEMY is a PreK-5th grade school campus in the Rio Grande Valley that serves a high number of English Language learners and Economic Disadvantage students

See PDF addedndum for more information

Demographics Strengths

"See PDF in Addendum for more information"

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lack of student attendance for 22-23 school year. **Root Cause:** Lack of parental investment due to covid guidelines, teachers lacked training on building a strong relationship with students.

Problem Statement 2 (Prioritized): Lack of knowledge and capacity in identifying students with special needs. **Root Cause:** Campus lacked a clear vision, and failed to align PD scope and sequence for teacher development in this area. Teachers lacked knowledge on referring students that struggled academically.

Student Learning

Student Learning Summary

"See PDF in addendum for more information"

Student Learning Strengths

"See PDF in Addedndum for more information"

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teachers lacked the capacity to increase rigor in the classroom to ensure students received plenty of at bats. **Root Cause:** During planning stage teachers did not differentiate type of questioning in content to push higher order thinking skills. Leaders lacked clear plan on how to train teachers in the expectations of differentiation.

Problem Statement 2 (Prioritized): Teachers struggled to internalize lessons and ensure they have unpacked the criteria for success based on standards. **Root Cause:** Teachers struggled to keep fidelity to the campus internalization process. Leaders lacked the foundation of a clear system for lesson internalization and submission with a clear focus on feedback turnaround. (follow through)

Problem Statement 3 (Prioritized): The percent of students on grade level between the transition of 2nd to 3rd grade was below 50% **Root Cause:** Lower grade ELA instruction was effected during COVID online years, where students struggled to master key reading skills.

School Processes & Programs

School Processes & Programs Summary

"See PDF in Addendum for more information"

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

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

SEL/ Mental Health and Family Engagement

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Many of our teachers are not bilingual certified, and or/ working on teacher certification. **Root Cause:** Not a very large pool of candidates with required certifications.

Problem Statement 2 (Prioritized): Lack of teacher investment led to an 85% retention rate, a double digit decrease from previous year. **Root Cause:** Teachers struggled with investment in our district/campus mission/vision.

Perceptions

Perceptions Summary

"See PDF in Addendum for more information"

Perceptions Strengths

"See PDF in Addendum for more information"

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of parent investment in parent events. **Root Cause:** Due to COVID regulations campus shifted towards having majority of our campus parent events virtually.

Problem Statement 2 (Prioritized): Lack of operating systems to track and ensure goal of 97.5% ADA for 21-22 school year. **Root Cause:** Leaders failed to create a system to inform and meet with priority students that failed to be present at school.

Priority Problem Statements

Problem Statement 1: Lack of student attendance for 22-23 school year.

Root Cause 1: Lack of parental investment due to covid guidelines, teachers lacked training on building a strong relationship with students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Lack of knowledge and capacity in identifying students with special needs.

Root Cause 2: Campus lacked a clear vision, and failed to align PD scope and sequence for teacher development in this area. Teachers lacked knowledge on referring students that struggled academically.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Teachers lacked the capacity to increase rigor in the classroom to ensure students received plenty of at bats.

Root Cause 3: During planning stage teachers did not differentiate type of questioning in content to push higher order thinking skills. Leaders lacked clear plan on how to train teachers in the expectations of differentiation.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Teachers struggled to internalize lessons and ensure they have unpacked the criteria for success based on standards.

Root Cause 4: Teachers struggled to keep fidelity to the campus internalization process. Leaders lacked the foundation of a clear system for lesson internalization and submission with a clear focus on feedback turnaround. (follow through)

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The percent of students on grade level between the transition of 2nd to 3rd grade was below 50%

Root Cause 5: Lower grade ELA instruction was effected during COVID online years, where students struggled to master key reading skills.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Many of our teachers are not bilingual certified, and or/ working on teacher certification.

Root Cause 6: Not a very large pool of candidates with required certifications.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Lack of teacher investment led to an 85% retention rate, a double digit decrease from previous year.

Root Cause 7: Teachers struggled with investment in our district/campus mission/vision.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Lack of parent investment in parent events.

Root Cause 8: Due to COVID regulations campus shifted towards having majority of our campus parent events virtually.
Problem Statement 8 Areas: Perceptions

Problem Statement 9: Lack of operating systems to track and ensure goal of 97.5% ADA for 21-22 school year.
Root Cause 9: Leaders failed to create a system to inform and meet with priority students that failed to be present at school.
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
- HB3 CCMR goals
- 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
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of staff will persist into the 23-24 school year.

High Priority

Evaluation Data Sources: We will evaluate based on EOY PTG staff retention goal rubric.

Strategy 1 Details	Reviews			
Strategy 1: Differentiated PD based on TCP levels and content	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase staff satisfaction by targeting their specific areas of opportunity by having a differentiated plan that considers their strengths and maximizes time.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Sonia Aguilar, Brianda Martinez, Narcedalia Briseno, Gerardo Garza, Annia Nuno, Brenda Garcia	50%			
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of seniors will matriculate into college or join the armed forces

    High Priority

Strategy 1 Details			Reviews			
Strategy 1: Senior Parent Meetings			**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of parent meetings for seniors happen in each semester, to ensure every student has an application for college. **Staff Responsible for Monitoring:** College Counselors, SSA's, Lead Team			**Oct**	**Jan**	**Mar**	**June**
			25%			
0% No Progress	100% Accomplished	Continue/Modify	Discontinue			

Goal 3: IDEA achieves an A rating

Performance Objective 1: IDEA PHARR ACADEMY will increase 3rd Grade Reading STAAR and 3rd Grade Math.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR 22-23 data, and TEA accountability report.

Strategy 1 Details	Reviews			
Strategy 1: IDEA Pharr will continue to make data drive decisions by unpacking teks, prioritizing first instruction execution, and aggressive monitoring for student understanding in each class.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher capacity in delivering teks based instruction through increased knowledge and awareness of potential misconceptions. Teachers will be able to further differentiate their reteach practices based on data collected in aggressive monitor laps. **Staff Responsible for Monitoring:** Sonia Aguilar, Brianda Martinez, Gerardo Garza, Brenda Garcia, Annia Nuno **Funding Sources:** ILearning HotSpot Facilitator - Federal Grant - $36,289.44	20%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 3: IDEA achieves an A rating

Performance Objective 2: IDEA PHARR ACADEMY 100% Sped students will achieve at least an approaches level in all STAAR assessments by EOY 22-23.

    High Priority

    Evaluation Data Sources: STAAR 22-23 data, TEA accountability report

Strategy 1 Details	Reviews			

Strategy 1: IDEA PHARR will ensure that students in special education receive the appropriate accommodations based on IEP's, and differentiation in all content classes to ensure they reach a minimum of approaches level in STAAR.
    Strategy's Expected Result/Impact: Increase the student achievement in all STAAR level exams for all students in special education by receiving a collaborative teaching that is teks based by both the Gen Ed teacher and Special Ed teacher.
    Staff Responsible for Monitoring: Lead Team, General Education Teachers, and Sped teacher
 	
    Funding Sources: Interventionist - Federal Grant - $61,300
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	30%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 4: Increase student daily attendance

Performance Objective 1: IDEA Pharr will achieve 97% ADA for the 22-23

    High Priority

Strategy 1 Details	Reviews			

Strategy 1: Leaders will own a grade level to ensure teacher accountability in communication and support with next steps following the ADA escalation matrix.
    Strategy's Expected Result/Impact: Increase daily ADA in each grade level by targeting daily communication that increases a culture of attendance and accountability.
    Staff Responsible for Monitoring: Sonia Aguilar, Brianda Martinez, Narcedalia Briseno, Gerardo Garza, Annia Nuno
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	20%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: Increase student daily attendance

Performance Objective 2: IDEA Pharr will follow our campus healthy school initiative to coordinate various health components such as students fitness activity, fitness assessments and other health components.

    High Priority

Strategy 1 Details				Reviews			
Strategy 1: IDEA Pharr will continue to promote the healthy snack initiative and wellness activities with the community.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the physical activity in our scholars to lead a healthy active lifestyle. **Staff Responsible for Monitoring:** Annia Nuno				**Oct**	**Jan**	**Mar**	**June**
				20%			
0% No Progress		100% Accomplished		Continue/Modify		Discontinue	

Goal 5: Increase student persistence

Performance Objective 1: 90% of IDEA Pharr students will persist into the next grade level for the following school year.

High Priority

Strategy 1 Details	Reviews			
Strategy 1: IDEA PHARR will follow a three prong approach that targets the highest risk student populations (PreK, 5th, and New Families) through a the implementation of a microplan that addresses the greatest needs of each of populations and their care givers.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: We mitigate the loss of students in these 3 student populations further increasing overall and new student persistence. **Staff Responsible for Monitoring:** Sonia Aguilar, Brenda Garcia, Annia Nuno, Gerardo Garza, Brianda Martinez, Narcedalia Briseno **Funding Sources:** Pre-Kindergarten Teacher - Federal Grant - $55,500, Pre-Kindergarten Teacher - Federal Grant - $54,250, Co-teacher - Federal Grant - $29,304	55%	0%	0%	
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

Goal 5: Increase student persistence

Performance Objective 2: IDEA Pharr will have a physical and emotional safe campus to achieve our overall mission of having all students attend college.

    High Priority

    HB3 Goal

Strategy 1 Details	Reviews			

Strategy 1: We will continue to set a vision of promoting physical and emotional safe classrooms, by focusing on holding staff members accountable for implementing Move This World.
     Strategy's Expected Result/Impact: A decrease in student attendance concerns due to physical or emotional safety in school.
     Staff Responsible for Monitoring: All lead team members
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**
	30%			
	0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✕ **Discontinue**			

Title I Personnel

Name	Position	Program	FTE
	CO-TEACHER		1
	ILEARNING HOT SPOT FACILITATOR		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	PRE-KINDERGARTEN TEACHER		1
	PRE-KINDERGARTEN TEACHER		1

Campus Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	ILearning HotSpot Facilitator		$36,289.44
3	2	1	Interventionist		$61,300.00
5	1	1	Pre-Kindergarten Teacher		$55,500.00
5	1	1	Co-teacher		$29,304.00
5	1	1	Pre-Kindergarten Teacher		$54,250.00
				Sub-Total	$236,643.44

Addendums

Master CNA & SAIP Reporting Checklist

				PTG	0%	PTG	0%
DEPT	**Data Sources**	**Data Tabs**	**Guidance**	**Status**	**Principal Notes or Questions**	**VP Verification**	**Notes & Next Steps**
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the percentage of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the percentage of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the number of withdrawals or offenses. All other data points should reflect percentages. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

Last Updated 8/26/2022

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
Needs Assessment Categories: S-STAAR D-Dibels, E-EO, A-ACT, RR-Reading Renaissance ST- STAAR for Math DR-Discipline Report O- Other								
3-5 Reading	Use academic software (i.e. Reading A-Z) to increase understanding of targeted objectives (aligned to state standards)	S	All	Teachers/Interventionist	8/8-5/26	Adacemic Software (i.e. Galaxy)	Individualized Objectives and student data	MM & EOM assessments, ET, STAAR
3-5 Reading	TEKS anchor charts in reading interactive journals	S	ALL	Teacher	8/8-5/26	composition notebooks, chart paper		District Benchamrks
3-4 Reading	Increase writing skills utilizing Being A Writer context with Wit and Wisdom	S	ALL/ELL	Teacher	8/8-5/26	Being A Writer	Writing Journal	Monthly Writing Samples
3-5 Reading	STAAR vocabulary games to prepare students for STAAR test	S	ALL	Teacher	8/8-5/26	Lakeshore learning/teachers pay teachers		District Benchamrks
3-5 Reading	Open-ended STAAR stem questions, to help increase all students critical thinking and writing skills	S	ALL	Teacher	8/8-5/26	Wit and Wisdom literature		District Benchamrks
3-5 Reading	Increase hands-on activties to increase application of reading comprehension skills	S	ALL	Teacher	8/8-5/26	STAAR bingo, Reading Comprehension Games/Centers, Taskcards for all objectives		District Benchamrks
3-5 Reading	Create a leveled library for students to self select novels, this will help increase student engagement	S	ALL	Teacher	8/8-5/26	novels for students (below, on, above grade level)		District Benchamrks / District Ren. Star
3-5 Reading	Introduce each objective on a step-by-step basis.	S	All	Teachers/Interventionist	8/8-5/26	Interactive Reading notebooks, DMR mnemonics,		MM & EOM assessments, ET, STAAR
3-5 Reading	Use for students to reinforce and challenge students as a countdown to the STAAR	S	All	Teachers/Interventionist	8/8-5/26	Count Down to STAAR, Measuring Up Express		MM & EOM assessments, ET, STAAR
3-5 Reading	Cow for AR Testing	RR	All	Teachers	8/8-5/26	Renaissance Reading Bright Fish	AR Testing Reports Weekly AR Ranking	Renaissance Star Testing
3-5 Math	Use to do hands on activities when introducing a new Objective.	S	All	Teacher/Interventionist	8/8-5/26	EAI.com manipulatives. (3D shapes), Fraction Models. Math centers, pattern blocks activities, etc.		MM & EOM assessments, ET, STAAR
3-5 Math	Everyday use to reinforce objectives and easy access to visuals.	S	All	Teacher/Interventionist	8/8-5/26	Anchor Charts		MM & EOM assessments, ET, STAAR

2022-23 Student Achievement Improvement Plan

ACADEMY

3-5 Math	Will be used to target the weak objectives and reinforce them.	S	All	Teacher/Interventionist	8/8-5/26	Weekly reports of RM CITY		MM & EOM assessments, ET, STAAR
3-5 Math	Use to introduce each objective on a step-by-step basis.	S	All	Teacher/Interventionist	8/8-5/26	Interactive Math notebooks with anchor charts		MM & EOM assessments, ET, STAAR
3-5 Math	Use to help the lower group to master objectives in small group for the second semester of school year.	S	All	Teacher	8/8-5/26	MATH Interventionist / Rally Mathematics		MM & EOM assessments, ET, STAAR
3-5 Math	Math vocabulary words with pictures for ELL students	S	ELL	Teacher	8/8-5/26	LoneStar Learning		District Benchamrks
3-5 Math	Provide hands on experiences for studens to develop math concept skills	S	ALL	Teacher	8/8-5/26	TEACHING STUDENT-CENTERED MATHEMATICS. Pearson	BWA Lesson Plans	District Benchamrks
3-5 Math	For students needing interventions use speicific intervention resources	S	AR	Teacher/Interventionist	8/8-5/26	TEKSING toward STAAR problem solving.		District Benchamrks
3-5 Math	STAAR pratice questions for critical students in tutoring	S	ALL	SpEd / Interventionist	8/8-5/26	Go Math! / STAAR Ready		District Benchamrks
3-5 Math	Daily review of basic concepts (addition,subtraction etc,)	S	ALL	SpEd / Interventionist	8/8-5/26	Eureka Math Fluency (Sprints)		District Benchamrks
3-5 Math	Use anchor charts to explain steps/procedurs to math problems	S	ALL	Teacher	8/8-5/26	chart paper/student journals	Student Journals Walk through SRI Lesson Plans	District Benchamrks
3-5 Math	Utilize district math curriculum, that include all supplmenntal aids	S	ALL	Teacher/Interventionist	8/8-5/26	Eureka Math		District Benchamrks
3-5 Math	If teachers are able to purchase activities from here we can implement them in all areas of our lesson plans as hands on activities and individualized learning.	S	All	Teacher	8/8-5/26	Teacher Pay Teachers activities		MM & EOM assessments, ET, STAAR
3-5 Math	STAAR vocabulary games to prepare students for STAAR test	S	ALL	Teacher	8/8-5/26	Lakeshore learning/teachers pay teachers		District Benchamrks
3-5 Math	Visuals	O	ALL	Teacher	8/8-5/26	Annecdotal notes	Observation	Informal assessments
3-5 Math	Manipulatives	O	ALL	Teacher	8/8-5/26	Coins, clock, counters, 100's chart	Sign in log	Informal assessments

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			

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%

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

Pharr Academy

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy					
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**Pk-2 MM Goal Met/Not Met**
% Students	100%	96/88/85	89/70/50	94/81/44	**71%**	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	58	63	81	71%	MET	
% Meets	28	21	53			
% Masters	15	11	26			
SAS	34	32	53			
% Student Achievement Average	58%	63%	81%			

Data Source: CSI Academy	
	Math AC CSI
% CSI (EOY Ren.)	100%
% of CSI Passing STAAR	50%
% of SPED Passing STAAR	100% in 5th

Reflections	
Areas of Strength	**Areas of Need**
1Hotspot Goal was met as a campus, and in the top quartile in RGV region.	3rd Math & 4th math, critical students need more support to meet approaches level, this can be implemented with an increase in fidelity to dress rehearsals, unit unpacking, and aggressive monitoring.
K-2nd Math grew double digits in all performance bands from 20-21 year.	2: New teacher in 5th grade will be new to unpacking STAAR teks, focus on tight loop coaching, and co planning for unpacking of modules with leader..

| 4/5th Math met growth targets needed. According to preliminary reports about 90% of students met growth. | 3 Focus on potential master's students to ensure that students receive student at bats on level of a Master's level student. |

Pharr Academy

Comprehensive Needs Assessment ACADEMY					
Data Sources: DI ELA & Electives					
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**DI Second on Grade Level**	**% Royal Readers**	**% Word Masters**
% Students	R 100%, L 96%	**77%**	**23%**	**91%**	18%	93%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					MET	MET

Data Source: STAAR				
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Reading Grade 5**	**STAAR Writing Grade 4**
% Approaches	66	82	79	NA
% Meets	39	62	60	NA
% Masters	18	28	40	NA
SAS	41	57	60	NA
% Student Achievement Average	66%	82%	79$	n/a

Data Source: CSI	
% Meeting CSI Goal	**Reading AC CSI**
% CSI (EOY Ren.)	85%
% of CSI Passing STAAR	32%
% of SPED Passing STAAR	100% in 5th

Reflections	
Areas of Strength	**Areas of Need**
1. 5th grade met SAS of 60, as well as meets and masters goal.	1. Incoming 4th grade is a priority based on student culture and results. Planning ahead how to maximize instructional time in those classrooms and incorporation of growth goals/trackers.
2. AR facilitator and ELA teachers owned the RR and WM goal in order to expose students to more independent reading.	2. 3rd-4th grade ELA teachers will be new to a teacher role at IDEA. 5th grade teacher is transitioning from Kinder to 5th. As leader, Q1 ELA PD planning has been made to ensure the support for internalization, standard alignment, and continuos improvement is provided.

3. ELA collaboration through PLC and dress rehearsals was evident when sharing best practices. RTC and lesson rehearsals helped tremendously at the end of the year to show growth from Mock to STAAR socres.	3. One area that is not a need because they were done with fidelity was PLC. However, I want to transform them into practice clinics based on teacher gaps and classroom observations.

Pharr Academy

Comprehensive Needs Assessment						
ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students	96/71/57	83/63/39	52/5/2	62/21/12	79/40/9	90/66/38
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	78					
% Meets	50					
% Masters	17					
% Student Achievement Average	48					

Reflections	
Areas of Strength	**Areas of Need**
1st year teacher, was close to hitting 60% meets	Continue pushing our masters level students to reach 30%, LP's differentiated with higher order student at bats.
Teacher grew 9 points in SAS from Mock	Implement PLC's differentiated for science standards across K-5th to aim for vertical alignment.
3	3

Pharr Academy

	Comprehensive Needs Assessment
	ACADEMY

	Data Sources: Humanities Pk-2						
	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students		100/96/91	92/63/46	89/83/63	47/21/4	73/56/34	90/42/18

Reflections	
Areas of Strength	**Areas of Need**
1. Students were exposed to more texts other than in reading class. Teachers planned and crafted lessons including visuals and implement a journal for notes.	1. More incoportation of informational text analysis as the core texts are mostly the same genre. Having SS teachers mimic the ELA strategies and expectations.
2	2
3	3

IDEA Pharr Academy

Comprehensive Needs Assessment
ACADEMY

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

	Listening	Speaking	Reading	Writing	Grade Level
% Beginning	24%	33%	38%	37%	1st
% Intermediate	26%	35%	27%	27%	2nd
% Advanced	26%	24%	15%	17%	3rd
% Advanced High	18%	1%	15%	12%	4th
					5th

Reflections

Areas of Strength	Areas of Need
TELPAs had a high % of participation overall during testing.	There was room for improvement in the areas of spea to the pandemic students came with gaps and limited time on writing and speaking skills.
Teachers were aware of students' composite score since BOY due to being part of the accountability board and BOY PD.	Implement Imagine Learning in all grade levels with fi students are receiving the extra support in their secon IL leader to assign individual work to target skills stud
Teachers would support our EL students by translating and accommodating to students as needed with the English language.	Teachers translated well into the second semester for st support. Moving forward, teachers should work with ou intermediate students to build the speaking and writing

% of ELL Students who grew one or more levels
54%
54%
46%
33%
53%

king and writing, due
exposure to practice

idelity to ensure
d language. Working
ents are struggling in.

tudents who needed
ur beginner and
component.

IDEA Pharr Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100
% Instructional Support Retention	93%
% Teacher Retention	84.#%
% Campus Support Retention	93%
% SPED Teachers	100%
% State/National Certified Teachers	32.00%
% State Certified Leaders	25%
% State/Board certified Counselors	0
Number of teacher applicants per 2021-22 school year	25

Reflection	
Areas of Strength	**Areas of Need**
1. Leader received intensive coaching from DLD to improve in theri craft	1. In high need of biligual teachers, many of our teachers are not bilingually certified and are working on certification
2. Teachers were celebrated in various forms, and recognized fro the work that they do.	2. Not a very large pool of candidates with certifications when looking for teachers.
3	3

IDEA Pharr Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	94.48%
% Overall Persistence	96.48%%
% New Student Persistence	92%
# of Admin Withdrawals/ Level 3 Offenses	0.00%
% SPED	1.84%
% ELL	87.70%
% Eco Dis	93.97%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0%
% White-Hispanic	100%
% Multi	0%
% Black-African-American	0%
% Native-Hawaiian-Pacific-Islander	0
% White	0%
% Male	50.31%
% Female	46.69%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1. Over 95% of students persist at our campus.	1. Continue to target to have over 97.5 attendance this coming
2. Build a strong accountablilty system to be on campus ev	2 Continue to communicate and events to target new students
3. Monthly celebrations, multiple student achievement cele	3 Continue to work closely to identify students that need Spec

IDEA Pharr Academy

Comprehensive Needs Assessment **ACADEMY**	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	90%
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	NA
% Families who attended Spring Festival	NA

Reflection	
Areas of Strength	**Areas of Need**
1. High participation in winter parade, first illuminated school parade drive thru event	1. In person events, bring in more families thru out the year.
2. In person meet the teacher and report catd nights on campus.	2. Importance of attendance meetings with every single parent.
3. Send out attendance letters at every quarter to ensure students wer coming to school.	3. More in person school tours.