

IDEA Public Schools

Quest Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

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.

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

Demographics

Demographics Summary

IDEA Quest Academy is located in McAllen TX (with an Edinburg address). We currently serve Pre-Kinder through fifth grade and have a current student population of 778 (as of 8/29/22) and still enrolling at our campus. We are considered an open enrollment campus and we are a part charter. We currently have after school programs coordinated through our 21st Century Grant facilitator that covers academic and extra curricular activities. We have service programs for Bilingual/ESL, 504, and Special Education.

See PDF in addendum for additional information.

Demographics Strengths

See PDF in addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The need to increase student average daily attendance for the entire school year because we were below 97% last school year **Root Cause:** 1) Parent safety concerns when it came to students who presented symptoms. 2) Lack of school communication on attendance expectations/policies after virtual learning 3) lack of consistent ADA celebrations

Problem Statement 2 (Prioritized): The need to increase overall student persistence since over the past two school years we have been below 90%. **Root Cause:** 1) Lack of communication among parents and school through onboarding process. 2) Student expectations are high and cause families to retract their commitment, 3) Families are interested in Athletics for their children other than those we provide.

Problem Statement 3 (Prioritized): The need to increase student enrollment because we did not have 100% projected enrollment this past school year **Root Cause:** 1) Lack of promoting academic excellence during recruitment efforts. 2) Parents wanting door to door transportation pick up and drop off to and from their house.

Student Learning

Student Learning Summary

This year we achieved an 'A' Rating based on TEA rubric. Also, six out of six distinctions were met this past academic year. In grades 3-5 and overall SAS of 60 was achieved for Reading, Math and Science STAAR. Our Over 90% of PK-2nd grade students end the year on or above grade level in reading and math. TELPAS measures were met this past year with a 56% from our target of 36% (surpassing our target by 20%). Science and social studies across all grades achieved an SAS of 50 or higher in grades PK-5th.

See PDF in Addendum for Additional information

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The need for academic vocabulary alignment across grade levels because students scored lower on questions that contained content vocabulary
Root Cause: 1)Vertical alignment meetings focused on strategies for problem solving and lesson rehearsals but not specifically on academic vocabulary 2) Students struggle to comprehend questions with academic vocabulary

Problem Statement 2 (Prioritized): The need to increase writing across all content areas because state testing format is changing **Root Cause:** 1)Mindset of this only being on Writing teacher portfolio 2) format of test did not call for open ended responses 3) More time to have students write out responses vs. selectin a multiple choice.

School Processes & Programs

School Processes & Programs Summary

At my campus consistent coaching for leaders is provided through an established rubric (SLL). New leaders are provided with an additional coach and also attend a training path that sets them up for success. Professional development is provided to staff based on trends identified throughout the school. Teachers are observed and coached through a normed rubric (GET). In addition to the set curriculum that is used we also provide academic support through HB4545 for Accelerated learning and also computer software that supports content achievement.

See PDF in Addendum for additional 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 retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

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

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

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

See addendum for more information

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The need to increase comprehension skills in 3rd grade students. **Root Cause:** 1) Lack of alignment in 2nd grade curriculum with question format to 3rd grade state assessment. 2) Lack of academic vocabulary to build comprehension 3) lack of content meeting towards vertical alignment for 2nd and 3rd grade teacher

Problem Statement 2 (Prioritized): The need to retain Co-Teachers due to large turn over last year **Root Cause:** 1) Lack of team building 2) Lack of strategic questions during interview. to seek commitment despite the compensation

Problem Statement 3 (Prioritized): The need to establish a work life balance among staff because last year Great Place to Work survey indicated 73% people are not encourage their work life balance. **Root Cause:** 1) Lack of follow up to ensure teachers were not staying late and or taking work home 2) temperature checks not consistent with staff. 3) Lack of not removing but rather adding items to teacher load

Perceptions

Perceptions Summary

Conflict is reduced by ensuring utilizing different strategies/programs that promote well rounded citizens: Project R.E.S.P.E.C.T, Citizenship skills, Core Values, Move this world, and restorative justice. Teacher Turn over is low compared to Co-Teacher turn over. Participation rates for events are measured through Sign in sheets.

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): The need for an increase in family attendance for academic events **Root Cause:** 1) Parents have heard the information from previous grade level 2) If students are not failing, they feel this information does not pertain to them 3) Meeting are not made a requirement for parents 4) Ample time of notice for scheduled events

Problem Statement 2 (Prioritized): The need for parents and community to see and understand that we are not primarily focused on just academics but also building well-rounded citizens **Root Cause:** 1) Lack of communication to parents on building character programs 2) Lack of social worker and school counselor last year 3) Lack of posting recognition towards these skills to community

Priority Problem Statements

Problem Statement 1: The need to increase student average daily attendance for the entire school year because we were below 97% last school year

Root Cause 1: 1) Parent safety concerns when it came to students who presented symptoms. 2)Lack of school communication on attendance expectations/policies after virtual learning 3) lack of consistent ADA celebrations

Problem Statement 1 Areas: Demographics

Problem Statement 2: The need to increase overall student persistence since over the past two school years we have been below 90%.

Root Cause 2: 1)Lack of communication among parents and school through onboarding process. 2)Student expectations are high and cause families to retract their commitment, 3)Families are interested in Athletics for thier children other than those we provide.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The need to increase student enrollment becuase we did not have 100% projected enrollemnt this past school year

Root Cause 3: 1)Lack of promoting academic excellence during recruitment efforts. 2)Parents wanting door to door transportation pick up and drop off to and from their house.

Problem Statement 3 Areas: Demographics

Problem Statement 4: The need to increase writing across all content areas because state testing format is changing

Root Cause 4: 1)Mindset of this only being on Writing teacher portfolio 2) format of test did not call for open ended responses 3) More time to have students write out responses vs. selectin a multiple choice.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The need for academic vocabulary alignment across grade levels because students scored lower on questions that contained content vocabulary

Root Cause 5: 1)Vertical alignment meetings focused on strategies for problem solving and lesson rehearsals but not specifically on academic vocabulary 2) Students struggle to comprehend questions with academic vocabulary

Problem Statement 5 Areas: Student Learning

Problem Statement 6: The need to retain Co-Teachers due to large turn over last year

Root Cause 6: 1) Lack of team building 2) Lack of strategic questions during interview. to seek committment despite the compensation

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The need to establish a work life balance among staff because last year Great Place to Work survey indicated 73% people are not encourage their work life balance.

Root Cause 7: 1)Lack of follow up to ensure teachers were not staying late and or taking work home 2)tempature checks not consistent with staff. 3)Lack of not removing but rather adding items to teacher load

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: The need to increase comprehension skills in 3rd grade students.

Root Cause 8: 1) Lack of alignment in 2nd grade curriculum with question format to 3rd grade state assessment. 2) Lack of academic vocabulary to build comprehension 3) lack of content meeting towards vertical alignment for 2nd and 3rd grade teacher

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: The need for an increase in family attendance for academic events

Root Cause 9: 1) Parents have heard the information from previous grade level 2) If students are not failing, they feel this information does not pertain to them 3) Meeting are not made a requirement for parents 4) Ample time of notice for scheduled events

Problem Statement 9 Areas: Perceptions

Problem Statement 10: The need for parents and community to see and understand that we are not primarily focused on just academics but also building well-rounded citizens

Root Cause 10: 1) Lack of communication to parents on building character programs 2) Lack of social worker and school counselor last year 3) Lack of posting recognition towards these skills to community

Problem Statement 10 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Other PreK - 2nd grade assessment data

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
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- 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

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices












Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of Staff will agree that IDEA Quest Academy is a Great Place to Work

High Priority

Evaluation Data Sources: GPTW Survey

| Strategy 1 Details | Reviews | | | |
|---|---|--|--|-----------|
| Strategy 1: Provide Purposeful professional development for staff that is conducive to their need Strategy's Expected Result/Impact: Increase teachers responses to GPTW Survey Staff Responsible for Monitoring: Direct Managers TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 2, 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Monthly Staff Celebrations/Recognitions Strategy's Expected Result/Impact: Retain staff to renew contract for the following year Staff Responsible for Monitoring: We Bring Joy Power Team (SSA and SW) TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 2, 3 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  |  |  | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Collaborate with Talent partner and utilize refer a high quality friend among staff Strategy's Expected Result/Impact: Increase high quality applicants Staff Responsible for Monitoring: Talent partner and Principal | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 2: The need to retain Co-Teachers due to large turn over last year **Root Cause:** 1) Lack of team building 2) Lack of strategic questions during interview. to seek committment despite the compensation







Problem Statement 3: The need to establish a work life balance among staff because last year Great Place to Work survey indicated 73% people are not encourage their work life balance. **Root Cause:** 1)Lack of follow up to ensure teachers were not staying late and or taking work home 2)tempature checks not consistent with staff. 3)Lack of not removing but rather adding items to teacher load

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 100% of graduating Students at Quest matriculate to college after highschool

High Priority

Evaluation Data Sources: Matriculation internal data document

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: Academy maintains a university environment all year long Strategy's Expected Result/Impact: Classroom non-negotiables of high school and College graduating class and university postings for classroom environment Staff Responsible for Monitoring: Direct Reports TEA Priorities: Connect high school to career and college | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Field Lessons tied to University visits or virtual tours of universities Strategy's Expected Result/Impact: Motivate students to attend college Staff Responsible for Monitoring: Direct Managers TEA Priorities: Connect high school to career and college | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |




Goal 3: IDEA achieves an A rating






Performance Objective 1: Obtain 90/60/30 accross all STAAR content Areas in grades 3-5

High Priority

HB3 Goal

Evaluation Data Sources: Domain one for all Content areas

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Weekly Content Meetings Strategy's Expected Result/Impact: Increase students achievement in grades 3-5 for all STAAR content Staff Responsible for Monitoring: APIs, Principal TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1, 2 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: 100% of Domain 3 targets achieved for each sup group campus qualifies for Strategy's Expected Result/Impact: State Accountability and Locus, or principal dashboard Staff Responsible for Monitoring: APIs and Principal TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Interventionists Provide accelerated instruction to all students of need beofre state assessment (HB4545) Strategy's Expected Result/Impact: Powerschool, Internal Trackers Staff Responsible for Monitoring: HB4545 point person (SSA) Title I: 2.6 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1 Funding Sources: Interventionists (Marina Guerra and Katherine Moreno) - Federal Grant - \$118,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |

| Strategy 4 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 4: Utilize Dreambox program to provide at bats for low performing math objectives in 1st - 5th grade Strategy's Expected Result/Impact: increase student achievement math results Staff Responsible for Monitoring: HotSpot Facilitator, APIs Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: HotSpot Facilitator (Norma Cadwell) - Federal Grant - \$39,600 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:

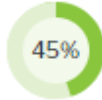


| Student Learning |
|---|
| Problem Statement 1: The need for academic vocabulary alignment across grade levels because students scored lower on questions that contained content vocabulary Root Cause: 1)Vertical alignment meetings focused on strategies for problem solving and lesson rehearsals but not specifically on academic vocabulary 2) Students struggle to comprehend questions with academic vocabulary Problem Statement 2: The need to increase writing across all content areas because state testing format is changing Root Cause: 1)Mindset of this only being on Writing teacher portfolio 2) format of test did not call for open ended responses 3) More time to have students write out responses vs. selectin a multiple choice. |






Goal 4: Increase student daily attendance

Performance Objective 1: Reduce the number chronic absenteeism to meet YTD ADA of 97% for Pk-5 students

High Priority

Evaluation Data Sources: ADA Dashboard, SIS reports, PowerSchool

| Strategy 1 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 1: Daily teachers/co-teacher/SIS and Leaders follow Attendance escalation matrix for all absent students Strategy's Expected Result/Impact: improve ADA to meet district goal Staff Responsible for Monitoring: APO and Principal Title I: 2.6 - TEA Priorities: Connect high school to career and college Problem Statements: Demographics 1 Funding Sources: Pre-Kindergarten Teachers (Marilu Rosas and Rose Martinez) - Federal Grant - \$117,700 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Monthly celebrations for students that meet perfect attendance for each month Strategy's Expected Result/Impact: Increase perfect attendance on a month to month basis Staff Responsible for Monitoring: APO and SIS Problem Statements: Demographics 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Promote Health program towards an increase of healthy students leading into an increase of student attendance Strategy's Expected Result/Impact: Healthier students promote higher student attendance rates Staff Responsible for Monitoring: Coaches, Nurse, API Problem Statements: Demographics 1 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 4: Utilize Safer Smarter Schools and Move this World Curriculum to increase Student ADA Strategy's Expected Result/Impact: Increase Student ADA Staff Responsible for Monitoring: SSA and SW | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:

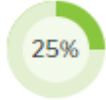


| Demographics |
|--|
| Problem Statement 1: The need to increase student average daily attendance for the entire school year because we were below 97% last school year Root Cause: 1) Parent safety concerns when it came to students who presented symptoms. 2)Lack of school communication on attendance expectations/policies after virtual learning 3) lack of consistent ADA celebrations |






Goal 5: Increase student persistence

Performance Objective 1: 90% overall student persistence is met at Quest Academy (Aug-Aug)

High Priority

Evaluation Data Sources: Persistence Dashboard, in-house tracker

| Strategy 1 Details | Reviews | | | |
|--|---|-----|-----|-----------|
| Strategy 1: Monthly parent engagement activities (social and academic) Strategy's Expected Result/Impact: Once IDEA always IDEA- increase student persistence Staff Responsible for Monitoring: APO, SSA, SW Title I: 4.2 - TEA Priorities: Connect high school to career and college Funding Sources: Social Worker (Joanna Martinez) - Federal Grant - \$54,000 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: daily Student Celebrations/recognitions on announcements Strategy's Expected Result/Impact: Increase student persistence Staff Responsible for Monitoring: Principal | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| Strategy 3 Details | Reviews | | | |
| Strategy 3: Monthly/Quarterly Student Celebrations/Recognitions Strategy's Expected Result/Impact: increase student persistence Staff Responsible for Monitoring: SW, TC, SSA | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|-----|-----|-----------|
| Strategy 4: PK/New Family engagement: WTI, Summer fun, 50-day cruise... Strategy's Expected Result/Impact: Increase new student persistence Staff Responsible for Monitoring: PK Teachers/CT, API, APO, SSA, SW Title I: 2.6, 4.2 Problem Statements: Demographics 2 Funding Sources: PK Teachers (Marilu Rosas and Rose Martinez) - Federal Grant - \$117,700 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| |  | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|--|
| Problem Statement 2: The need to increase overall student persistence since over the past two school years we have been below 90%. Root Cause: 1)Lack of communication among parents and school through onboarding process. 2)Student expectations are high and cause families to retract their commitment, 3)Families are interested in Athletics for thier children other than those we provide. |

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|---------------------|----------------|------------|
| Joanna Martinez | Social Worker | Title I | 1 |
| Katherine Moreno | Intervention | Title I | 1 |
| Marilu Rosas | PK Teacher | Title I | 1 |
| Marina Guerra | Intervention | Title I | 1 |
| Norma Cadwell | HotSpot Facilitator | Title I | 1 |
| Rose Martinez | PK Teacher | Title I | 1 |

Campus Funding Summary

| Federal Grant | | | | | |
|---------------|-----------|----------|--|--------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 3 | 1 | 3 | Interventionists (Marina Guerra and Katherine Moreno) | | \$118,000.00 |
| 3 | 1 | 4 | HotSpot Facilitator (Norma Cadwell) | | \$39,600.00 |
| 4 | 1 | 1 | Pre-Kindergarten Teachers (Marilu Rosas and Rose Martinez) | | \$117,700.00 |
| 5 | 1 | 1 | Social Worker (Joanna Martinez) | | \$54,000.00 |
| 5 | 1 | 4 | PK Teachers (Marilu Rosas and Rose Martinez) | | \$117,700.00 |
| Sub-Total | | | | | \$447,000.00 |

Addendums

IDEA QUEST ACADEMY

| Comprehensive Needs Assessment | |
|--|------------|
| ACADEMY | |
| Staff Quality, Recruitment, Retention | |
| | Percentage |
| % School Lead Team Retention | 100% |
| % Instructional Support Retention | 73% |
| % Teacher Retention | 87% |
| % Campus Support Retention | 83% |
| % SPED Teachers | 100% |
| % State/National Certified Teachers | 58% |
| % State Certified Leaders | 29% |
| % State/Board certified Counselors | 0% |
| Number of teacher applicants per 2020-21 school year | 252 |

| Reflection | |
|---|--|
| Areas of Strength | Areas of Need |
| 1GPTW Survey indicates that for the most part staff is content at campus | 1 Higher pay for CO-Teachers. Main reason for leaving is promotion or higher pay |
| 2 SPED Teacehrs are returning for next year (High demand) | 2 Work life balance for Support staff |
| 3 Lead team retention is at 100% to focus on strengthening development of leaders | 3 Increasing number of certified teachers for area |

Master CNA & SAIP Reporting Checklist

| Master CNA & SAIP Reporting Checklist | | | | PTG | <div></div> 89% | PTG | <div></div> 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, resources, 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 <u>percentage</u> 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. | Complete | | Action Required | |
| | | Comprehensive Needs Assessment 2022 Math | | Complete | | Action Required | |
| | | Comprehensive Needs Assessment 2022 Science | | Complete | | Action Required | |
| | | Comprehensive Needs Assessment 2022 Humanities | | Complete | | Action Required | |
| | State TELPAS Report | Comprehensive Needs Assessment 2022 TELPAS | 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. 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 <u>percentage</u> 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 <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> . 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 Academic Counselor Tracking Systems | 2022 Family & Community Involvement | In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided. | Complete | | Action Required | |

IDEA QUEST ACADEMY

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 |
|--------|--|---------------|---------------|---|--|--|-------------------------------------|----------------------|
| 1E | Math Genuis Celebrations | O | All | Norma Cadwell | Aug-May | Yard Signs, Trophies, medals | Locus | Honor Roll |
| 1E | Royal Reader Celebrations | RR | All | Annette Garcia | Aug-May | Yard Signs, Trophies, medals, | Locus | Honor Roll |
| 2C | Physical Education Ambassador Celebrations | O | All | Roel Guzman | Aug-May | Yard Signs, Trophies, medals, IHT Monitors | IHT Software | Honor Roll |
| 2C | Move This World | O | All | Teresa Alvarado Joanna Martinez | Aug-May | SEL Curriculum | Observations | Surveys |
| 1E | After School Tutorials | S | All | APIs | Oct-May | Funds, STAAR Material | Observations, Trackers | A Rating |
| 1E | Saturday Tutorials | S | All | APIs | Feb-May | Funds, STAAR Material | Observations, Trackers | A Rating |
| 1J | Pre K Eureka | O | All | Karina Rodriguez | Aug-May | Eureka Materials | Observations | GET, TCP |
| 1E | Writing Across All Content and Grades | S | All | APIs | Aug-May | Consultants | Observations | A Rating |
| 2C | Fall Festival | O | Community | Dora Olivarez Teresa Alvarado Joanna Martinez | Oct. | Games, Food | Buisness Clerk | Accot Strings |
| 2C, 1E | Goal Setting Meeting for Parents | O, S | Community | GLCs | Sept. | PPTs, Food, Copies | Observations | Sign in Sheet |
| 2A, 2B | Teacher Recognitions | O | Staff | Teresa Alvarado | Aug-May | Certificates, baskets with goodies, supplies | | Teacher Survey |
| 1E, 2B | Content Virtical Alignment Meetings | O, S | Staff | Content Leaders | Aug-May | Content Material | Observations, Trackers | A Rating |
| 1E, 2B | Grade Level PTGa | O, S | Staff | GLCs | Quarterly | PPTs, Copies | Trackers | A Rating |
| 1E | STAAR Redesign Trainings | S | Staff | Jesus Solis Blanca Garza | Aug-May | Consultants, materials | Trackers | A Rating |
| 2C | Student Behavior Quarter Celebrations | DR | All | Lisa Martinez | Quarterly | Student Prizes, games, Blazer bucks | Behavior Chart | Referral Counts |
| 2C | Semester A and A/B Honor Roll | O | All | Blanca Garza | Semester | Certificates, Banquets | Report card | Grades |
| 2C | Christmas Around the World | O | Community | Teresa Alvarado | Dec. | Decor, Butcher Paper | Observations | Sign in Sheet |
| 2C | Social Worker Parent Sessions | O | Community | Joanna Martinez | Aug-May | PPTs, Food, Copies | observations | Sign in Sheet |
| 2A | Level 5 Teacher Perks | O | Community | Blanca Garza | Oct-May | Level 5 SWAG | GET, Obs. Trackers, Goal attainment | TCP |
| 1E | Master Student Ceremonies | S | All | Blanca Garza | Sept. | Trophies, decor | STAAR Scores | A Rating |
| 1E | Mock Incentives | S | All | APIs | Mar.-Apr. | Movies | Mock Scores | A Rating |
| 1E | Principal AR and HotSpot Challenges | O,RR | All | Blanca Garza | Thanksgiving, Winter, and Spring Break | Barnes and nobels book selection, movies, peter piper. | Trackers | Honor Roll |
| 2B | Attendance Celebrations | O | All | Vianey Alvarez Dora Olivarez | Aug-May | Games, Food, Dances | Power School | A Rating |

IDEA QUEST ACADEMY

2021-22 Student Achievement Improvement Plan

ACADEMY

| | | | | | | | | |
|----|---------------------|---|-----------|-------------------------------|------------|------------------|--------|------------|
| 3B | Recruitment efforts | O | Community | Dora Jimenez Dora Olivarez | Year Round | Incentives, food | Stream | Enrollment |
| | | | | | | | | |
| | | | | | | | | |

| 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

IDEA QUEST 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% | 100% | 94% | 96.50% | 91% | 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 | 91 | 90 | 88 | | | |
| % Meets | 57 | 65 | 61 | 89.66 | MET | |
| % Masters | 33 | 36 | 30 | | | |
| % Student Achievement Average | 60 | 64 | 60 | | | |
| % Meet 2 year growth | N/A | 85% | 92 | | | |

Data Source: CSI Academy

| | Math AC CSI | |
|-------------------------------|-----------------------------|--|
| % CSI (EOY Ren.) | 28/37 = 76% | |
| % of CSI Passing STAAR | 3rd-5th Mock 17/35 = 46% | |
| % of SPED Passing STAAR | 64% | |

Reflections

| Areas of Strength | Areas of Need |
|--|--|
| 1 Students were provided with journal notes, anchor charts, key points, and vocabulary for lesson reference. | 1. Students struggled with solving multi-step problems. |
| 2 Manipulatives, models, and multiple strategies were used for understanding and solving basic multiplication/division/addition/subtraction. | 2 All math classes need to use the same academic vocabulary. |

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| 3 Students are able to compose and decompose numbers by using number bonds. | 3 Identifying shapes and listing their attributes. |
| 4 Students are able to solve basic addition and subtraction equations (with no regrouping) | 4. Determine the value of a collection of coins, up to one dollar |
| 5 Students can compare and order numbers by using the place value chart. | 5. Students struggled with division, using the long division strategy. |

IDEA QUEST 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 |
| % Students | 98% (79 out of 81) | 96% (90 out of 94) | 88% (87 out of 104) | 96% (109 out of 113) | Pre -K: 54% (44 out 81) Kinder: 90% (85 out 94) 1st: 5% (5 out 104) 2nd: 9% (10 out 113) |
| | | | | | RR Goal Met/Not Met |
| | | | | | Pre -K: Met Kinder: Met 1st: Not Met 2nd: Not Met |
| Data Source: STAAR | | | | | |
| | STAAR Reading Grade 3 | STAAR Reading Grade 4 | STAAR Reading Grade 5 | | |
| % Approaches | 90 | 90 | 95 | | |
| % Meets | 70 | 66 | 35 | | |
| % Masters | 95 | 77 | 47 | | |
| SAS | 68 | 64 | 73 | | |
| | | | | | |
| Data Source: CSI | | | | | |
| % Meeting CSI Goal | Reading AC CSI | | | | |
| % CSI (EOY Ren.) | 1st-2nd 67% 3rd-5th: 59% | | | | |
| % of CSI Passing STAAR | MOCK Reading: 8/4/8 6% | | | | |

| | | |
|------------------------------------|--|--|
| % of SPED Passing STAAR | MOCK Reading- 29/14/14 Writing 33/33/0 | |
|------------------------------------|--|--|

| Reflections | |
|--|---|
| Areas of Strength | Areas of Need |
| 1. Letter name and regular print start earlier in the program (pre k), where before is was in the middle of the 1st grade program. | 1. Teacher prefer an actual book vs the ipad (sometimes its will log off , it takes to much time to log back in) |
| 2. Writing and spelling starts earlier in the program (kinder, L. 30) | 2. Student who are on the RMT programs should be exited s the high groups) |
| 3. Comprehension (higher thinking): recollection of story event(from 2 or more lesson before), and use describting language when writing it down. | 3. The program does not have a good lesson flow (it goes fr the book) |
| 1. Exit tickets aligned to daily objective and STAAR TEKS. Daily exit tickets tracked in class. Daily data analysis of Exit ticket data with reteach created and implemented based off it. | 1. Consistent analyzing of a text using the same strategies ac purpose the same for all grade levels so students can master |
| 2. Creation and implementation of reteach monthly calander based off MOCK Data. | 2. Students area of need was in summarizing and inferencing daily passages while spiraling in frequently tested question st |
| 3. Small group implementation based on daily progress. | 3. Introduce STAAR passages to students earlier in the year Increase independent student practice to ensure mastery. |
| 1. Do now and exit ticket aligned to TEKS. | 1. Same strategies for reading being shared across all grade le |
| 2. Creating word master and royal reader target groups based on weekly data. | 2. strategies for inferencing. |



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| does not work due internet being out, or it |
| since their language skills are high (only for |
| om book, to spelling, to workbook, back to |
| ross all grade levels in ELA. Author's and continue using. |
| g, Implement use of tested vocabulary into ems. |
| to build stamina for semester/ mock exams. |
| evels. |
| |

IDEA QUEST 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 | N/A | 100% | 93% | 82% | 93% | 90% |

Data Source: Science 3-5

| | STAAR Science Grade 5 | |
|----------------------------------|-----------------------------|--|
| % Approaches | 91 | |
| % Meets | 65 | |
| % Masters | 37 | |
| % Student Achievement Average | 64 | |

Reflections

| Areas of Strength | Areas of Need |
|---|---|
| 1 Teacher ability to highlight keypoints during lesson plans | 1 Minimal gradual release for students independent practice and access to bigger pool/variety of STAAR aligned rigorous questions |
| 2 Visuals incorporated into preexisting curriculum to enhance student learning | 2 Understanding how to use data to create student groups and adjust lessons |
| 3 Use of claim and evidence, as well as guided and independent practice of process of elimination to select correct choices | 3 Increased frequency of student inquiry labs and hands on activities |

IDEA QUEST 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 | N/A | 100% | 100% | 99% | 77% | 74% | 100% |

Reflections

| Areas of Strength | Areas of Need |
|---|--|
| 1 Teacher ability to internalize new curriculum and highlight keypoints during lesson planning | 1 Minimal gradual release for student independent practice and access to a bigger pool/variety of STAAR aligned or rigorous exam questions |
| 2 Visuals incorporated into preexisting curriculum to enhance student learning | 2 Understanding how to use data to create student groups and adjust lessons |
| 3 Use of individualized rubrics and checklists to aid in and improve student writing expectations | 3 Access to all texts required by the curriculum |

IDEA QUEST ACADEMY

| Comprehensive Needs Assessment ACADEMY | | | | |
|---|-----------|----------|---------|---------|
| TELPAS Composite Rating (Listening, Speaking, Reading, Writing) | | | | |
| | Listening | Speaking | Reading | Writing |
| % Beginning | 63=24% | 74=28% | 70=26% | 81=30% |
| % Intermediate | 44=16% | 98=37% | 75=28% | 96=36% |
| % Advanced | 90=34% | 82=31% | 46=17% | 76=28% |
| % Advanced High | 66=25% | 24=9% | 87=32% | 24=9% |

| Reflections | |
|---|--|
| Areas of Strength | Areas of Concern |
| 1. Teachers are well aware of the TELPAS program and understand how to administer the test along with helping to tell students the importance of this exam. | 1. Students need a little more time for speaking parts of the practice test. Teachers make sure students are trained properly. |
| 2. Our EL PP has been leading and planning TELPAS trainings and testing for a few years, so planning is done with time for teachers. | 2. Encouraging students to do more throughout the year. Some students are nervous about the microphones on the headsets. Teachers build confidence when testing. |
| 3. Met target score for Domain three in state accountability for students growing from one level to the next over a year | 3. Bilingual strategies for teachers to improve instruction |

| |
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| iting) |
| % of ELL Students who grew one or more levels |
| 1st Grade: $19/37=51\%$ 2nd Grade: $30/41=73\%$ 3rd Grade: $14/34=41\%$ 4th Grade: $10/26=38\%$ 5th Grade: $12/29=41\%$ Overall: $85/167=51\%$ |

| |
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| |
| Need |
| or training for the listening and here aren't a lot of days given to erly. |
| in class presentation or talks are extremely shy to speak into his might help them gain more |
| implement in the class during |

IDEA QUEST ACADEMY

| Comprehensive Needs Assessment ACADEMY | |
|--|----------|
| Data Source: School Culture and Climate | |
| | Campus % |
| % Average Daily Attendance | 94.29% |
| % Overall Persistence | 93.61% |
| % New Student Persistence | 88.17% |
| # of Admin Withdrawals/ Level 3 Offenses | 0 |
| % SPED | 3.56% |
| % ELL | 42.88% |
| % Eco Dis | 87.95% |
| % Migrant | 0% |
| % Race: American-Indian- Alaska-Native | 0% |
| % Asian | 1.92% |
| % White-Hispanic | 92.88% |
| % Multi | 0% |
| % Black-African-American | 0.96% |
| % Native-Hawaiian-Pacific- Islander | 0% |
| % White | 4.25% |
| % Male | 52.74% |
| % Female | 47.26% |

| Data Source: School Culture and Climate | |
|---|---|
| Reflections | |
| Areas of Strength | Areas of Need |
| 1 Student referrals for suspensions/expulsions lower than ever before | 1 Daily attendance matters. Reinvesting families to bring children to school daily (Pandemic) |
| 2 Female to Male ratio is well proportioned for campus | 2 Student persistence is an area of focus to keep students |
| 3 Student diversity is always welcomed at our campus | 3 Family engagement and student culture to keep students at campus or IDEA. |

IDEA QUEST ACADEMY

| Comprehensive Needs Assessment ACADEMY | |
|--|-------------------------------|
| Data Source: Family and Community Involvement | |
| | Percentage |
| % Families Attended WTI | 80% |
| % Families Attended Curriculum Night | About 40% Campus Wide |
| % Families Who Attended EOY Ceremonies | Over 90% for each grade level |
| % Families who attended Fall Festival | Approximately 60% Campus Wide |
| % Families who attended Winter Festival | N/A |
| % Families who attended Spring Festival | N/A |

| Reflection | |
|--|---|
| Areas of Strength | Areas of Need |
| 1 Social events are always high attendance | 1 Hold more family events in the winter and spring |
| 2 Personal invitations and calling for RSVP for WTI events | 2 Communicate in advance with families for curriculum events and make mandatory |
| 3 Achievement celebrations for recognition are high attendance | 3 Increase attendance for Instructional/Info sessions |