# IDEA Public Schools

### San Benito 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 Closing the Gaps
Postsecondary Readiness



**Board Approval Date:** October 21, 2022 **Public Presentation Date:** October 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 <b>Results</b>
•	We ensure <b>Equity</b>
•	We build <b>Team &amp; Family</b>
•	We act with <b>Integrity</b>
•	We bring <b>Joy</b>
•	We Sweat the Small Stuff

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### **Comprehensive Needs Assessment**

Revised/Approved: September 13, 2022

#### **Demographics**

#### **Demographics Summary**

We are a PK-5th campus with 83.18% economically disadvantaged students. We had a 91.77% average daily attendance in 21-22. We had a 91.43% teacher retention rate on our campus.

See PDF in Addendum for more information

#### **Demographics Strengths**

See PDF in Addendum for more information.

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** There is a need to increase student persistence, specifically with our new to IDEA students in Pre-K because we have not met persistence in the last two years. **Root Cause:** There wasn't a strong plan with onboarding our new scholars, especially our students that registered late and missed WTI. There has also been a lack of communication with parents around clear expectations around school culture for our new and returning scholars.

**Problem Statement 2 (Prioritized):** There is a need to increase student achievement on STAAR for our Non-Continuously enrolled scholars from 40% to 50%. **Root Cause:** We need to increase the awareness of teachers to be able to identify who our new to IDEA scholars are and provide them the support they need through the year. We need to track these scholars and increase communication with parents to provide academic updates. If students are not performing where they should be, plans need to be created to provide additional support.

**Problem Statement 3 (Prioritized):** We need to increase our student achievement for our special education scholars on STAAR from 30% to 50%. **Root Cause:** Inconsistent support and tracking of our special education scholars by all teachers. Responsibility needs to be shared between the general ed teacher and the special ed teacher to provide the best support for these scholars. Lack of communication with parents to help support at home as well.

#### **Student Learning**

#### **Student Learning Summary**

IDEA San Benito Academy scored a 95 (A) on the STAAR Accountability for 2022. On Domain 1 we scored an 83, Domain 2 we scored a 94, and Domain 3 we scored a 96. We received 5 out 6 distinctions in ELA/Reading, Mathematics, Science, Postsecondary Readiness, and Comparative Closing the Gaps.

#### **Student Learning Strengths**

See PDF in Addendum for more information.

#### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** In Math, Reading, and science, there is a lack of vertical alignment across grade levels. **Root Cause:** Strategies and learning tools are not being shared among the grade levels or veteran teachers with new teachers. Students are learning different strategies each year instead of norming the way certain skills will be taught so that students already know it each year and just build on it rather than learning it all over again.

**Problem Statement 2 (Prioritized):** A need to incorporate more writing in PK-2 and 3-5 to increase rigor in the classrooms across all contents. **Root Cause:** Students are answering multiple choice questions and short answer responses in the classrooms but not being given the opportunity to write well thought out and complex answers to open-ended questions.

**Problem Statement 3:** The number of bilingual students being exited out of the bilingual program each year has not increased significantly each year. **Root Cause:** Students are growing slightly but not doing well enough to be exited. Bilingual students are not being given enough "at bats" or opportunities to practice in an academic setting with their speaking and writing skills in their reading, math, and science classrooms.

#### **School Processes & Programs**

#### School Processes & Programs Summary

Our teachers get weekly feedback through observations and coaching conversations to ensure our students are getting high quality instruction. Leaders provide weekly lesson plan feedback before teachers teach to make sure the lessons are aligned to the rigor needed to acheive academic success. The entire lead team conducts weekly instructional rounds to norm on best practices and provide feedback across all grade levels to identify the teachers that need more support in the classroom.

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.

See PDF in Addendum for more information.

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Teachers are not feeling validated due to lack of celebrations in a timely manner. **Root Cause:** We celebrated Teacher of the Month a month late and TCP late compared to other schools due to supply delays. We didn't have a clear backwards plan with dates and activities to celebrate our teachers with clear roles for everyone.

**Problem Statement 2 (Prioritized):** We need to increase the number of bilingual teachers on our campus for next school year. **Root Cause:** Teachers had not been given the opportunity to take the bilingual test to get certified prior to this school year. As a lead team, we didn't invest our teachers in the importance of getting bilingually certified and the impact it can have on our scholars.

#### **Perceptions**

#### **Perceptions Summary**

With Covid restrictions the past several years, we haven't been able to fully hold parent events like we would like to. We have had to do drive by events in the past year, which didn't produce a big turnout for these events. The events that did have a big turnout for us were End of Year Awards and graduations. We didn't necessarily have a tracking mechanism to know which parents attended each event.

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):** There is a need to build parent partnerships through parent and community events. **Root Cause:** We didn't have a clear plan with what our parent events were going to be due to continued covid cases and not wanting to risk exposure for events. Lack of investment from all teachers to stay after hours to engage in events with parents. We also had a lack of clear plans and roles with enough time to make the event successful.

**Problem Statement 2 (Prioritized):** Lack of parent involvement or volunteers to help our teachers on campus. **Root Cause:** We stopped allowing parents on campus due to Covid restrictions. Lack of connections with those parents that are willing to help our teachers with making copies or doing bulletin boards.

### **Priority Problem Statements**

Problem Statement 1: There is a need to increase student persistence, specifically with our new to IDEA students in Pre-K because we have not met persistence in the last two years.

**Root Cause 1**: There wasn't a strong plan with onboarding our new scholars, especially our students that registered late and missed WTI. There has also been a lack of communication with parents around clear expectations around school culture for our new and returning scholars.

**Problem Statement 1 Areas**: Demographics

Problem Statement 2: There is a need to increase student achievement on STAAR for our Non-Continuously enrolled scholars from 40% to 50%.

**Root Cause 2**: We need to increase the awareness of teachers to be able to identify who our new to IDEA scholars are and provide them the support they need through the year. We need to track these scholars and increase communication with parents to provide academic updates. If students are not performing where they should be, plans need to be created to provide additional support.

Problem Statement 2 Areas: Demographics

**Problem Statement 3**: We need to increase our student achievement for our special education scholars on STAAR from 30% to 50%.

**Root Cause 3**: Inconsistent support and tracking of our special education scholars by all teachers. Responsibility needs to be shared between the general ed teacher and the special ed teacher to provide the best support for these scholars. Lack of communication with parents to help support at home as well.

**Problem Statement 3 Areas**: Demographics

**Problem Statement 4**: In Math, Reading, and science, there is a lack of vertical alignment across grade levels.

Root Cause 4: Strategies and learning tools are not being shared among the grade levels or veteran teachers with new teachers. Students are learning different strategies each year instead of norming the way certain skills will be taught so that students already know it each year and just build on it rather than learning it all over again.

**Problem Statement 4 Areas**: Student Learning

**Problem Statement 5**: A need to incorporate more writing in PK-2 and 3-5 to increase rigor in the classrooms across all contents.

**Root Cause 5**: Students are answering multiple choice questions and short answer responses in the classrooms but not being given the opportunity to write well thought out and complex answers to open-ended questions.

Problem Statement 5 Areas: Student Learning

**Problem Statement 6**: Teachers are not feeling validated due to lack of celebrations in a timely manner.

**Root Cause 6**: We celebrated Teacher of the Month a month late and TCP late compared to other schools due to supply delays. We didn't have a clear backwards plan with dates and activities to celebrate our teachers with clear roles for everyone.

Problem Statement 6 Areas: School Processes & Programs

**Problem Statement 7**: There is a need to build parent partnerships through parent and community events.

Root Cause 7: We didn't have a clear plan with what our parent events were going to be due to continued covid cases and not wanting to risk exposure for events. Lack of investment

from all teachers to stay after hours to engage in events with parents. We also had a lack of clear plans and roles with enough time to make the event successful.

**Problem Statement 7 Areas**: Perceptions

**Problem Statement 8**: We need to increase the number of bilingual teachers on our campus for next school year.

**Root Cause 8**: Teachers had not been given the opportunity to take the bilingual test to get certified prior to this school year. As a lead team, we didn't invest our teachers in the importance of getting bilingually certified and the impact it can have on our scholars.

Problem Statement 8 Areas: School Processes & Programs

**Problem Statement 9**: Lack of parent involvement or volunteers to help our teachers on campus.

**Root Cause 9**: We stopped allowing parents on campus due to Covid restrictions. Lack of connections with those parents that are willing to help our teachers with making copies or doing bulletin boards.

**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**

- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

#### **Accountability Data**

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

#### **Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Enrollment trends

#### **Employee Data**

- · Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

#### Parent/Community Data

Generated by Plan4Learning.com

• Parent surveys and/or other feedback

• Parent engagement rate

#### **Support Systems and Other Data**

• Communications data

### Goals

#### Goal 1: Increase staff retention

Performance Objective 1: Increase our GPTW statement, "Everyone has an opportunity to get special recognition" from 76 to 82.

**High Priority** 

**Evaluation Data Sources:** Great Places to Work Survey, weekly Org Health campus surveys

Strategy 1 Details	Reviews			
Strategy 1: Celebrate Teacher and CoTeacher of the Month	Formative			Summative
Strategy's Expected Result/Impact: Teachers will feel appreciated and celebrated for their hard work.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Dora Amaya  TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	25%	50%		
Strategy 2 Details	Reviews			•
Strategy 2: Recruit and hire highly effective teachers through social media and in-person events in the community that are		Formative		Summative
passionate about impacting student learning.	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Hire highly qualified teachers that are committed to our campus.  Staff Responsible for Monitoring: Christina Villarreal and Arleen Salazar  TEA Priorities:  Recruit, support, retain teachers and principals  - ESF Levers:	25%	50%		
Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Monthly pulse checks with teachers and coteachers to get feedback on what is going well and what needs	Formative	Formative		Summative
improvement in regards to staff culture.	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Teacher's will feel like their opinion counts and we are validating their opinions.				
<b>Staff Responsible for Monitoring:</b> Christina Villarreal, Hope Hollenhead, Diana Naranjo, Erica Hite, Dora Amaya	25%	50%		
TEA Priorities:	2570	50%		
Recruit, support, retain teachers and principals				
- ESF Levers:				
Lever 3: Positive School Culture				
No Progress Accomplished — Continue/Modify	X Discon	tinue		

#### Goal 1: Increase staff retention

**Performance Objective 2:** Teachers will increase one level on TCP with consistent support and feedback from managers.

#### **High Priority**

**Evaluation Data Sources:** Teachers will be get the feedback and training they need to improve academic performance and master teaching in the classroom.

Strategy 1 Details	Reviews			
Strategy 1: Create a plan of action for each of our teachers based on experience and data to determine the Professional		Formative		Summative
Development sequence.	Oct	Jan	Mar	June
<b>Strategy's Expected Result/Impact:</b> Teachers will feel like their time is valued and they are being prioritized for their development.				
Staff Responsible for Monitoring: Christina Villarreal, Hope Hollenhead, Erica Hite, Diana Naranjo	10%	35%		
Title I:				
2.4				
- TEA Priorities:				
Recruit, support, retain teachers and principals				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning				
No Progress Accomplished — Continue/Modify	X Discon	tinue		

#### Goal 2: IDEA achieves an A Rating

**Performance Objective 1:** Increase 3rd grade Reading STAAR scores by 10 points and 3rd grade Math STAAR scores by 20 points compared to 21-22 school year.

**High Priority** 

**HB3** Goal

**Evaluation Data Sources:** District Assessments, STAAR

Strategy 1 Details	Reviews			
Strategy 1: Use Locus dashboard to track district assessments, semester exams, and mock exams to identify gaps and	Formative S			Summative
identify solutions.	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Assessment data will improve through the year.				
Staff Responsible for Monitoring: Hope Hollenhead, Christina Villarreal	30%	50%		
Title I:				
2.4, 2.6				
- TEA Priorities:				
Build a foundation of reading and math				
- ESF Levers:				
Lever 5: Effective Instruction				
Strategy 2 Details	Reviews			
Strategy 2: Hold tutorials afterschool after semester exams for 3rd-5th students who did not meet approaches goal in		Formative		Summative
reading and math.	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Provide additional support in reading and math for students not passing.	Oct	Jan	IVIAI	June
Staff Responsible for Monitoring: Teachers and Hope Hollenhead				
S	O%	35%		
Title I:				
2.5, 2.6				
- TEA Priorities:				
Build a foundation of reading and math				
- ESF Levers:				
Lever 5: Effective Instruction				
Funding Sources: AR Zone Facilitator - Federal Grant, iLearning Hot Spot Facilitator - Federal Grant				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will track student performance on exit tickets through academic monitoring daily to identify students		Summative		
needing additional support for small group remediation.	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Provide small group instruction for students not at mastery on certain skills.				
Staff Responsible for Monitoring: Content teachers and Hope Hollenhead	30%	50%		
Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	30%	30%		
No Progress Accomplished Continue/Modify	X Discon	tinue		

#### Goal 2: IDEA achieves an A Rating

**Performance Objective 2:** Increase STAAR performance of special education students in 3rd-5th by 10 points by end 22-23 in reading and math.

**High Priority** 

HB3 Goal

**Evaluation Data Sources:** District assessments, semester exams, and mock exam.

Strategy 1 Details		Rev	iews				
Strategy 1: Use Locus dashboard to track the assessment data of subpops (ELL, Eco Dis, Special Ed, and Non-		Formative			Formative		Summative
Continuously Enrolled Students).	Oct	Jan	Mar	June			
Strategy's Expected Result/Impact: Identify priority groups prior to STAAR to provide additional support							
Staff Responsible for Monitoring: Content teachers, Hope Hollenhead, Christina Villarreal	25%	50%					
Title I:							
2.6							
- TEA Priorities:							
Build a foundation of reading and math							
- ESF Levers:							
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction							
Strategy 2 Details		Rev	iews				
Strategy 2: Provide afterschool tutoring for all of our students that did not pass STAAR test last year to provide accelerated		Formative		Summative			
learning.	Oct	Jan	Mar	June			
Strategy's Expected Result/Impact: Close learning gaps that were formed last year and provide additional learning	Oct	Jan	Mai	June			
Staff Responsible for Monitoring: Content Teachers and Christina Villarreal	30%	40%					
Title I:							
2.5, 2.6							
- TEA Priorities:							
Build a foundation of reading and math							
- ESF Levers:							
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction							
No Progress Accomplished — Continue/Modify	X Discon	tinue		1			

#### Goal 3: All IDEA students matriculate to college

Performance Objective 1: Increase parent communication on academic expectations to increase student achievement.

Evaluation Data Sources: Locus Dashboard, Great Places to Work Survey

Strategy 1 Details	Reviews			
Strategy 1: Hold monthly parent conferences sharing academic progress of students in danger of failing.	Formative			Summative
Strategy's Expected Result/Impact: Increase awareness of parents to also provide support at home for student.  Staff Responsible for Monitoring: Content Teachers, Hope Hollenhead, Erica Hite, Diana Naranjo  Title I: 2.4, 4.2  - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Oct 25%	Jan 45%	Mar	June
Strategy 2 Details		Rev	iews	1
Strategy 2: Keep parents informed of weekly progress through academic trackers for each content in every grade level.		Formative		Summative
Strategy's Expected Result/Impact: Keep parents aware of student's progress to address any gaps early on.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Hope Hollenhead, Erica Hite, Diana Naranjo, Homeroom Teachers  Title I: 2.4, 4.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	30%	50%		
No Progress Accomplished — Continue/Modify	X Discon	tinue		•

#### Goal 4: Increase student daily attendance

**Performance Objective 1:** By May 2023, increase average daily student attendance to 96%.

**High Priority** 

Evaluation Data Sources: Locus dashboard, Daily ADA reports from SIS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Follow the escalation matrix for students with excessive absences to find the root cause of absences.	Formative			Summative
Strategy's Expected Result/Impact: Improve ADA daily to meet end of year goal	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Jose Lopez, Cindy Martinez, Homeroom Teachers  Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers:	20%	35%		
Lever 3: Positive School Culture  Strategy 2 Details		Rev	iews	
Strategy 2: Provide incentives or celebrations to students that have perfect attendance monthly.		Formative		Summative
Strategy's Expected Result/Impact: Increase ADA for all students by providing incentives for being at school.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Jose Lopez, Cindy Martinez, Homeroom Teachers  TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	15%	40%		

Strategy 3 Details	Reviews			
Strategy 3: Consistent communication with parents around attendance expectations for 22-23 school year that will be		Formative		
distributed to parents at beginning of the year.	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Parents understand the importance of student's attending school every day.				
Staff Responsible for Monitoring: Jose Lopez, Dora Amaya	20%	45%		
Title I:				
4.1				
- TEA Priorities:				
Build a foundation of reading and math				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				
No Progress Accomplished — Continue/Modify	X Discon	tinue		

#### Goal 4: Increase student daily attendance

**Performance Objective 2:** Students will engage in moderate to physical activity 2-3 times a week.

**Evaluation Data Sources:** Instructional Rounds; Tracker for PE Class

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide feedback on lesson plans for PE to ensure physical activity is being planned with students.		Formative Sur		
Strategy's Expected Result/Impact: Students will be able to meet the required minutes for physical exercise.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Student Success Advisor  Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	20%	35%		
No Progress Accomplished — Continue/Modify	X Discon	tinue		

#### Goal 5: Increase student persistence

**Performance Objective 1:** By August 2023, our student persistence will increase by 5% to retain 90% of our students.

**High Priority** 

Evaluation Data Sources: Locus Dashboard, Campus Tracker

Strategy 1 Details	Reviews					
Strategy 1: Invest Parents in our mission of college for all by having a strong onboarding plan for our new students.		Formative		Summative		
Strategy's Expected Result/Impact: Increase our retention of our new students at IDEA	Oct	Jan	Mar	June		
Staff Responsible for Monitoring: Dora Amaya, Jose Lopez, All Staff  Title I: 4.2	20%	35%				
- TEA Priorities:						
Build a foundation of reading and math						
- ESF Levers:						
Lever 3: Positive School Culture, Lever 5: Effective Instruction						
Funding Sources: Pre-Kindergarten Teachers - Federal Grant						
Strategy 2 Details	Reviews					
Strategy 2: Use Locus Dashboard to track our scholars withdrawing in order to meet our targeted number of leavers.		Formative		Summative		
Strategy's Expected Result/Impact: Meet our persistence goal at the end of the year.	Oct	Jan	Mar	June		
Title I: 2.4 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	15%	40%				

Strategy 3 Details	Reviews					
<b>Strategy 3:</b> Build strong relationships with students and parents to create a school filled with pride and commitment.		Summative				
Strategy's Expected Result/Impact: Increase our persistence by having students feel like they are part of our family.	Oct	Jan	Mar	June		
Staff Responsible for Monitoring: Dora Amaya, Christina Villarreal, Homeroom Teachers  TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: CoTeacher - Federal Grant	15%	40%				
No Progress Accomplished Continue/Modify	X Discon	tinue				

#### Goal 5: Increase student persistence

Performance Objective 2: 100% of lead facilitators deliver Move this World with fidelity 3 days a week for violence prevention and intervention.

#### **High Priority**

**Evaluation Data Sources:** Observations and student surveys

Strategy 1 Details	Reviews						
Strategy 1: Track the number of teachers delivering Move this World to provide feedback on delivery.		Summative					
Strategy's Expected Result/Impact: Reduce the number of behavior incidents on campus.	Oct	Jan	Mar	June			
Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	30%	50%					
No Progress Accomplished — Continue/Modify	X Discon	tinue					

### **Title I Personnel**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>		
	AR ZONE FACILITATOR		1		
	CO-TEACHER		1		
	ILEARNING HOT SPOT FACILITATOR				
	PRE-KINDERGARTEN TEACHER		1		
	PRE-KINDERGARTEN TEACHER		1		
Gabrielle Morales	CoTeacher	Title 1	1		
Laura Guerra	Pre-Kindergarten Teacher	Title 1	1		
Lorenzo de los Santos	iLearning Hot Spot Facilitator	Title 1	1		
Maria Barrientos	Pre-Kindergarten Teacher	Title 1	1		
Yvette Garcia	AR Zone Facilitator	Title 1	1		

### **Campus Funding Summary**

Federal Grant									
Goal	Objective	Strategy	Resources Needed	Resources Needed Account Code					
2	1	2	AR Zone Facilitator		\$0.00				
2	1	2	iLearning Hot Spot Facilitator		\$0.00				
5	1	1	Pre-Kindergarten Teachers		\$0.00				
5	1	3	CoTeacher		\$0.00				
	•			Sub-Total	\$0.00				

### **Addendums**

	Mast	er CNA & SAIP Re	porting Checklist	PTG		0%	PTG	0%
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Note	s 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 Re			
		Comprehensive Needs Assessment 2022 English Language Arts		Pending			Action Required	
	Locus Dashboards: CSI, STARR, AP	Comprehensive Needs Assessment 2022 Math	These pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year.	Pending			Action Required	
	CampusIB Reports  EOY Assessments	Comprehensive Needs Assessment 2022 Science	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 Humanities			Pending			Action Required	
	Comprehensive Needs Assessment 2022 TELPAS  Locus Dashboard: Staff Quality, Rentention, & Recruitment 2021-2022 School Year  Locus Dashboards: Student Persistence, Enrollment, ADA  Comprehensive Needs Assessment 2022 TELPAS  Staff Quality, Rentention, & Recruitment 2021-2022 School Year		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.	Pending			Action Required	
			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.	Pending			Action Required	
			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.	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	

#### 2021-22 Student Achievement Improvement Plan

**Title I Qualifying Programs Initiatives Status Internal Use Only** Mid Year **End of Year** 

Part		ACADEMY						Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreas ed by X%	Outcome	Increase/Decreas ed by X%		
Company   Security										Budget Alloca	tions only need to	be entered for		ns to assess your st	rategy progress at	
March of March 1995   September   Septem	APO		Assess.	Pops.	Responsible	Start/End	Material/Fiscal	Documentation	Evaluation	programs that	are BOTH Supple	mental & New		end of t	he year	
Description of the control by selege work in the control by sele							Books for scholars PD for									
15   Section   15								Lesson Plans, Teacher								
Description of the control of the	1 <b>G</b>		S	All	Teachers	8.8-5.26	ongoing		Interim Assessments	Y	N					
Company   Comp																
Proceedings   Proceedings   Procedure and the Section   Process   Procedure   Process   Proces																
1	IE		RR	All	Reading Teachers	8.8-5.26	and Parents	Observations	Interim Assessments	N	N					
10   10   10   10   10   10   10   10																
Note that the service clase of at shows in the Committee of the Committee	1J		RR	All	Reading Teachers	8.8-5.26	NIFDI refresher training	Teacher Observations	Interim Assessments	Y	N					
15   16   Make of labe   16   16   16   16   16   16   16   1					Ü		Science curriculum provided									
And substances reconstruction was worked, member 19 c. 10 c.																
Section of the process of the proc	1G		S	All		8.8-5.26	and hands on activities	Teacher Observations	Interim Assessments	Y	N					
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Processor of preparation to make processor of the precision of the processor of the proce	2B		U	All	grade level leaders	8.8-3.26	Scholar incentives	Attendance records	EOY Attendance	N	N					
Marked programmer   Mark							IDEA swag, school supplies.	Monthly org health								
Example of the control of the contro	2B		O	All	Administration	8.8-5.26			Org Health Survey	Y	N					
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Create a coheciency celebratory about around a High Control of Administration and Administration and Administration and SSS of S	2C	scholars to ensure their investment into our school	RR	All	administration	8.8-5.26	for parents, communication	Teacher Observations	EOY Little STAR	Y	N					
College of Active excellent and cancer of the College of Active with decay of the College of Active with Recognition (PT 1) to a constraint of these emidens who have the college of the c																
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18 Mile clusty phone calls for those students who have they are considered with a second consideration of PCO to a second var, escendation matrix of a frequency of the consideration of PCO to a second var, escendation matrix of the consideration of PCO to a second var, escendation matrix of the consideration of PCO to a second var, escendation																
22 more advances.  All APO 8.5.26 whole was escalation matrix (Attendance Log Report Y N N N N N N N N N N N N N N N N N N		Make home visits for those students who have three							Weekly Attendance							
Make daily phone calls for those students who are all safe tho	2B	or more absences.	O	All	APO	8.8-5.26	school van, escalation matrix	Attendance Log		Y	N					
Make daily phone calls for those students who a short with a surprise of frequent attended to gain attended to gain and empower purest to help to except a month student Success of the					Administration			Ť								
Second																
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3 or more days unecused absences within a 4 veck period veck period veck period veck period veck period veck period of the veriod of the veriod of the veriod veck period of the veriod veck period of the veriod veck period of the veriod of t					A desinistration											
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Description of the content in K-5   S   All   S, 8-5.26   grade level   Attendance Log   Interim Assessments   Y   Y   S   S   S   S   S   S   S   S	2B	10 unexcused absences for the year.	O	All	APO	8.8-5.26	Escalation Matrix		Report	Y	N					
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021-22	Studen	t Achieven	nent I	mp	orovem	ent ]	Plan

2021-22 Student Achievement Improvement Plan ACADEMY						Int	ernal Use O	nly	Mid	Year	End o	f Year			
			ACADEN	rv				Supplemental		Budget		Increase/Decreas		Increase/Decreas	
								Program (Y/N)	(Y/N)	Allocation	Outcome	ed by X%	Outcome	ed by X%	
Recorders, teacher training and lesson plans incorporating speaking and lesson plans incorporating speaking and listening practice, red skills during content classes, AR, and iLearning O ELL API's 8.8-5.26 telephones feedback growth Y					Y	Y									

**Title I Qualifying Programs** 

**Initiatives Status** 

#### **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:  $15\% \mid 25\%$
- 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%
- 11. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading Year 1 Campuses | Year 2 Campuses: 80% | 90%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score: 21
- 1L. % of students graduating college in 4 | 6 years: 25% | 55%

#### PRIORITY #2: Build a Strong & Sustainable Organization

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

#### PRIORITY #3: Achieve Mission at Scale

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

#### **Needs Assessment**

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

#### **Special Populations**

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

#### Comprehensive Needs Assessment **ACADEMY** Data Sources: Eureka Math & Electives Academy **DISTAR** Eureka Eureka Eureka % Math Masters Pk-2 MM Goal Pre-K Kinder First Second on Grade Level on Grade Level on Grade Level on Grade Level Pk-2 Met/Not Met 74% Met 99% % Students 97% 86% 55% **Data Source: STAAR Academy** 3-5 **STAAR Math** % Math Masters MM Goal **STAAR Math STAAR Math** Met/Not Met Grade 3 Grade 4 Grade 5 3-5 % Approaches 59 77 85 78% Met 35 47 62 % Meets 12 32 32 % Masters % Student Achievement 35 52 60 Average Data Source: CSI Academy Math AC CSI % CSI 68% (EOY Ren.) % of CSI Passing 52% **STAAR** % of SPED 30% Passing STAAR

	Reflections							
Areas of Strength	Areas of Need							
1 Students hitting growth targets consistently in 3rd-5th	1 Implement consistent lesson rehearsal and feedback in 1st-2nd classrooms							
2 PK Distar number recognition was mastered	2 Students haven't mastered basic computation of addition, subtraction, and multiplication							
3 Kids in invested in becoming math masters and surpassing that goal	3 Vertical alignment needs to be strengthened through content meetings							

#### Comprehensive Needs Assessment **ACADEMY** Data Sources: DI ELA & Electives DI DI DI DI Pre-K Kinder % Royal First Second % Word on Grade Level on Grade Level on Grade Level on Grade Level Readers Masters 92.03 23.43 96% 86% % Students 58% 68% RR Goal WM Goal Met/Not Met Met/Not Met Met Met **Data Source: STAAR STAAR STAAR STAAR** Reading Grade Reading Grade 5 76 83 85 % Approaches % Meets 54 58 64 % Masters 29 35 43 SAS 53 59 64 % Student 53 59 64 Achievement Average **Data Source: CSI** % Meeting CSI Reading AC Goal **CSI** % CSI (EOY 40% Ren.) % of CSI Passing 44% **STAAR** % of SPED 30% **Passing STAAR**

	Reflections
Areas of Strength	Areas of Need
1 3rd-5th vertical alignment is strong	1 More nonreaders in every grade level than previous years
	2 Vertical alignment needs to be strengthened in K-2, and continue in 3-5
3 Reading for enjoyment is evident	3 Comprehension is not strong due to focus on fluency in lower grades

	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%	95%	91%	89%	83%					
		Data So	urce: Science 3-	-5							
	STAAR Science Grade 5										
% Approaches	85										
% Meets	60										
% Masters	34										
% Student Achievement Average	60										

Reflections		
Areas of Strength	Areas of Need	
1 Science alignment in 3rd-5th is strong	1 Collaboration/alignment in lower grades will be done through content meetings	
2 Teachers made learning fun for scholars	2 Incorporate more of a writing component in PK-2	
3 Teachers implemented successful labs in classrooms	3 Prior knowledge of vocabulary is lacking in all grade levels	

#### Comprehensive Needs Assessment **ACADEMY** Data Sources: Humanities Pk-2 Humanities Humanities Humanities Humanities Humanities Humanities Humanities Pre-K Kinder First Second Third Fourth Fifth on Grade Level 100% 100% 64% 54%51% n/a 100% % Students

Reflections		
Areas of Strength	Areas of Need	
1 Hands on projects in PK-2 made learning fun for	1 3rd-5th lessons more aligned to college prep lecture and less	
scholars	hands on	
2 Kids were interested in the topics being taught	2 Exposing students to vocabulary needed to understand the lesson	
3 Teachers were invested in the lessons and curriculum	3 Figuring out how to get the content in 3rd-5th on grade level (very high level for our scholars)	

## Comprehensive Needs Assessment ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	21%	33%	32%	35%	0%
% Intermediate	25%	44%	29%	28%	17%
% Advanced	29%	20%	20%	17%	13%
% Advanced High	25%	3%	19%	20%	11%

Reflections		
Areas of Strength	Areas of Need	
1 Met our targets for each grade level	1 Scholars need more at bats in class with speaking and discussions among their peers	
2 Practice sessions before testing were helpful to students	2 Incorporate more writing opportunities to write more in class	
3 Teachers were all hands on deck with TELPAS and our goal and their role in the process	3 We aren't getting as many kids out of the bilingual program, but they are growing	

Comprehensive Needs Assessment		
ACADEMY		
Staff Quality, Recruitment, Retention		
	Percentage	
% School Lead Team Retention	100%	
% Instructional Support Retention	89.66%	
% Teacher Retention	91.43%	
% Campus Support Retention	82.35%	
% SPED Teachers	12%	
% State/National Certified Teachers	38%	
% State Certified Leaders	0%	
% State/Board certified Counselors	0%	
Number of teacher applicants per 2020-21 school year	10	

Reflection		
Areas of Strength	Areas of Need	
1 Monthly teacher appreciation gifts for teachers	1 Celebrating teachers in a timely manner and not late	
2 100% lead team retention impacts teacher retention with strong relationships and coaching	2 Need for more social interactions with staff outside of work/team building	
3 STAAR motivation by utilizing brain breaks and Teachers of the Day for 3rd-5th	3 Need for more bilingual teachers/ESL for next year	

Comprehensive Needs Assessment ACADEMY		
Data Source: School Culture and Climate		
	Campus %	
% Average Daily Attendance	91.77%	
% Overall Persistence	94.35%	
% New Student Persistence	87.23%	
# of Admin Withdrawals/ Level 3 Offenses	0	
% SPED	4.71%	
% ELL	34.35%	
% Eco Dis	83.18%	
% Migrant	0%	
% Race: American-Indian- Alaska-Native	0.12%	
% Asian	0.82%	
% White-Hispanic	93.53%	
% Multi	0%	
% Black-African-American	0.12%	
% Native-Hawaiian-Pacific- Islander	0%	
% White	5.41%	
% Male	51.06%	
% Female	48.94%	

Data Source: School Culture and Climate		
Reflections		
Areas of Strength	Areas of Need	
1 Communication improved with parents in all grade	1 Plan for scholars with excessive absences early on in the	
levels	year	
2 Support for our EL scholars		
	2 Stronger onboarding with our new families during WTI	
3 We had zero administrative withdrawals		
	3 Monthly checks with our new families to ensure they persist	

Comprehensive Needs Assessment  ACADEMY		
Data Source: Family and Community Involvement		
Percentage		
% Families Attended WTI	64%	
% Families Attended Curriculum Night	30%	
% Families who attended Veteran's Day Parade	87%	
% Families who attended Spring Dance	42%	
% Families Who Attended EOY Ceremonies	95%	

Reflection		
Areas of Strength	Areas of Need	
1 EOY Awards assembly was a big success	1 More parental involvement events	
	2 Data conferences and meetings with parents each quarter to share progress on child's academic needs	
3 Multiple methods of communication utilized to share important information with parents.	3 Bring back parent volunteers to help teachers	