IDEA Public Schools

San Juan Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science

Board Approval Date: October 21, 2022
Public Presentation Date: September 16, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Idea San Juan Academy is a PK - 5th grade public charter entity servicing the city of San Juan and all surrounding areas with open enrollment. We serve a populuation of 93.8% Emergent bulingual students, with 95% socio-economically disadvantaged. At San Juan Academy, we serve 5% special education students through a myriad of services included but not limited to a RISE unit. Our teacher to student ratio averages 30:1 and student enrollment is 835. 45% of our teachers have 6-10 years of experience. We offer a robust curriculum during the school day and an after school program that benefits our student K-5th and our families in need of support for language acquisition and other community needs.

Demographics Strengths

"See PDF in Addendum for more information."

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Incomplete student data tracking led to inconsistent adjustments in planning and delivery for students in need. Special Education, CSI, EB, and all sub-populations **Root Cause:** Lack of campus training and norming around tracking for academic and behavioral needs across all populations Special Education, CSI, EB, and all sub-populations in PK - 5 and elective teams

Problem Statement 2 (Prioritized): Incomplete student data tracking led to inconsistent interventions for students in need. Special Education, CSI, EB, and all sub-populations **Root Cause:** Lack of campus training and accountability in providing appropriate interventions in general education Special Education, CSI, EB, and all sub-populations and counseling setting.

Problem Statement 3 (Prioritized): Lack of staff, student and parent investment has added to Declines in persistence **Root Cause:** Lack of a system around on-boarding our new students and families including parent and student commitments, academic expectations/standing and culture.

Student Learning

Student Learning Summary

Hispanic students have had increases in student achievement over the course of 2018 - present from 42% to 47% in STAAR Reading. We have seen a decline with the same population in STAAR Math from 52% to 42% to 26% in 2022. Our students growth increased in both STAAR tested subjects with a growth measure in STAAR Reading from 77 to an 84 and Math 65 to 77 for our Hispanic population. Our economically disadvantaged and Emergent Bilingual student had decreases in math performance with drops near 20% points.

Student Learning Strengths

Hispanic students have had increases in student achievement over the course of 2018 - present from 42% to 47% in STAAR Reading. Our students growth increased in both STAAR tested subjects with a growth measure in STAAR Reading from 77 to an 84 and Math 65 to 77 for our Hispanic population.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our special populations of Emergent Bilingual students dropped in overall Academic Achievement. **Root Cause:** Our general education teachers and leaders of those teachers failed to target the appropriate interventions and adjustments to meet the needs in Mat (Foundational skills) due to a lack of Q1 student identification through assessment tracking and RTI processes.

Problem Statement 2 (Prioritized): Our special populations of Economically Disadvantaged students dropped in overall Academic Achievement. **Root Cause:** Our campus leaders failed to target the appropriate training and interventions to meet the needs in Math due to a lack of Q1 student identification through assessment tracking and RTI processes.

School Processes & Programs

School Processes & Programs Summary

Idea Academy San Juan develops instructional leaders through District led PD offerings (CC) and time to unpack and co=plan alongside our teachers using district aligned resources (CCorner) We intergrate the best practices in the GET rubric with tight timelines to bring a teacher to proficient in all GET rows by January. Classrooms of priority are observed often and leaders co-plan and rehearse for a strong first teach.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Leaders are not tracking all components of state accountability and teacher required targeted feedback based on Domain needs Special Education, CSI, EB, and all sub-populations **Root Cause:** Our leaders are not prioritizing accountability to increases in the student data because the analysis of the data does not have clear timelines and/or benchmarks for progress across the Domains Special Education, CSI, EB, and all sub-populations

Problem Statement 2 (Prioritized): Our persistence data has over 100 students leaving year after year with our new students being 90% +2 years or below grade level. **Root Cause:** There has been a lack of teacher training on student investment and a lack of systems on student recognition and parent communication trained and monitored by the leadership team.

Perceptions

Perceptions Summary

Idea Academy San Juan has a high rate of teacher retention. We have had above benchmark scores in out Great Place to Work Survey. Parents site that they would like more opportunity for extra curricular activities in Panorama, while all other questions have a high level of satisfaction / rate of response.

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There has been a lack of student focused counseling services, group counseling services and family outreach opportunities. **Root Cause:** Leadership has deprioritized student culture and relationships because of time management. Time management is jeopardized daily because of a lack of clear systems on both proactive counseling measures and reactive discipline measures.

Problem Statement 2 (Prioritized): Persistence and enrollment data are below benchmark because while on-boarding, touring or the first weeks of school families decline our campus due to open style, urban setting with structural and cosmetic needs. **Root Cause:** Our campus is on a lease and does not get upgrades needed due to contractual constraints and lack of equitable funding. The leadership team has not revamped the on-boarding for new families to include the new construction plans and highlights on the many reasons why our campus is the campus of choice (neighboring comparisons etc.,)

Priority Problem Statements

Problem Statement 1: Lack of staff, student and parent investment has added to Declines in persistence

Root Cause 1: Lack of a system around on-boarding our new students and families including parent and student commitments, academic expectations/standing and culture.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our special populations of Emergent Bilingual students dropped in overall Academic Achievement.

Root Cause 2: Our general education teachers and leaders of those teachers failed to target the appropriate interventions and adjustments to meet the needs in Mat (Foundational skills) due to a lack of Q1 student identification through assessment tracking and RTI processes.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Leaders are not tracking all components of state accountability and teacher required targeted feedback based on Domain needs Special Education, CSI, EB, and all sub-populations

Root Cause 3: Our leaders are not prioritizing accountability to increases in the student data because the analysis of the data does not have clear timelines and/or benchmarks for progress across the Domains Special Education, CSI, EB, and all sub-populations

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There has been a lack of student focused counseling services, group counseling services and family outreach opportunities.

Root Cause 4: Leadership has deprioritized student culture and relationships because of time management. Time management is jeopardized daily because of a lack of clear systems on both proactive counseling measures and reactive discipline measures.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Incomplete student data tracking led to inconsistent adjustments in planning and delivery for students in need. Special Education, CSI, EB, and all sub-populations

Root Cause 5: Lack of campus training and norming around tracking for academic and behavioral needs across all populations Special Education, CSI, EB, and all sub-populations in PK - 5 and elective teams

Problem Statement 5 Areas: Demographics

Problem Statement 6: Incomplete student data tracking led to inconsistent interventions for students in need. Special Education, CSI, EB, and all sub-populations

Root Cause 6: Lack of campus training and accountability in providing appropriate interventions in general education Special Education, CSI, EB, and all sub-populations and counseling setting.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Our persistence data has over 100 students leaving year after year with our new students being 90% +2 years or below grade level.

Root Cause 7: There has been a lack of teacher training on student investment and a lack of systems on student recognition and parent communication trained and monitored by the

leadership team.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Persistence and enrollment data are below benchmark because while on-boarding, touring or the first weeks of school families decline our campus due to open style, urban setting with structural and cosmetic needs.

Root Cause 8:
Our campus is on a lease and does not get upgrades needed due to contractual constraints and lack of equitable funding. The leadership team has not revamped the on-boarding for new families to include the new construction plans and highlights on the many reasons why our campus is the campus of choice (neighboring comparisons etc.,)

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Our special populations of Economically Disadvantaged students dropped in overall Academic Achievement.

Root Cause 9: Our campus leaders failed to target the appropriate training and interventions to meet the needs in Math due to a lack of Q1 student identification through assessment tracking and RTI processes.

Problem Statement 9 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

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

Accountability Data

- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Teacher/Student Ratio

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Other additional data

Goals

Revised/Approved: September 16, 2022

Goal 1: Increase staff retention

Performance Objective 1: Regularly provide employees with meaningful feedback on a weekly basis.

High Priority

Evaluation Data Sources: Teachers will increase proficiency levels on GET ratings and student achievement.

Strategy 1 Details		Reviews			
Strategy 1: Communicate goals and expectations clearly so employees will understand how their work helps the organization achieve its objectives.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student data increases across benchmarks identified and coached. **Staff Responsible for Monitoring:** Direct manager **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1		100%	90%	❌	
0% No Progress	100% Accomplished	→ Continue/Modify		❌ Discontinue	

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Leaders are not tracking all components of state accountability and teacher required targeted feedback based on Domain needs Special Education, CSI, EB, and all sub-populations **Root Cause**: Our leaders are not prioritizing accountability to increases in the student data because the analysis of the data does not have clear timelines and/or benchmarks for progress across the Domains Special Education, CSI, EB, and all sub-populations

Goal 2: All IDEA students matriculate to college

Performance Objective 1: Provide opportunities weekly and monthly for staff to inform students about behaviors aligned to a college going identity.

    High Priority

    Evaluation Data Sources: Insights on TEAMS "college bound" videos, classroom observations during "college bound talks" and monthly lesson plans to include teacher

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in weekly college lessons and monthly college assemblies informing students about opportunities they have to gain access to a college degree.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Students surveyed will know about college and name college going behaviors in their goal setting conversations, report card student led conferences.
    Staff Responsible for Monitoring: Assistant Principals of Instruction, School Counselor, and Principal
 	
    Title I:
    2.5, 2.6
    - TEA Priorities:
    Connect high school to career and college
    Problem Statements: Demographics 3
	Oct	**Jan**	**Mar**	**June**

	100%	80%	50%	

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Lack of staff, student and parent investment has added to Declines in persistence **Root Cause**: Lack of a system around on-boarding our new students and families including parent and student commitments, academic expectations/standing and culture.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: Parent Nights highlighting the Mission of College for ALL students and that this includes EL, SPED and all populations

    Evaluation Data Sources: 100% of parents agree the Parent Night met their needs by paper pencil survey at end of meeting

Strategy 1 Details	Reviews			
Strategy 1: At onboarding inform parents of initial placement after testing and require acknowledgement of possible interventions and mandatory meetings	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: 100% of parents are aware of student placement and the dates for intervention and meetings
    Staff Responsible for Monitoring: APIs
 	
    Title I:
4.2
 - **TEA Priorities:**
Connect high school to career and college
 - **ESF Levers:**
Lever 3: Positive School Culture
	100%	100%	100%	

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				
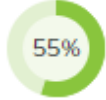
Goal 3: IDEA achieves an A rating

Performance Objective 1: By MOY 3rd - 5th grade students will have exceeded their growth measure and know the benchmarks to move up at least one performance band /in to meets or masters category

> **High Priority**

> **HB3 Goal**

> **Evaluation Data Sources:** STAAR data tracking of D1

Strategy 1 Details	Reviews			
Strategy 1: Campus normed tracking for daily exit tickets and special populations (EB, SPeD, ECODIS) to begin September 6th and tracked by leaders 3 times a week.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teachers and leaders know students to target in planning and delivery **Staff Responsible for Monitoring:** Assistant Principal of Instruction and Principal **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** - Federal Grant - $61,300	55%	55%		
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Our special populations of Emergent Bilingual students dropped in overall Academic Achievement. **Root Cause**: Our general education teachers and leaders of those teachers failed to target the appropriate interventions and adjustments to meet the needs in Mat (Foundational skills) due to a lack of Q1 student identification through assessment tracking and RTI processes.

School Processes & Programs
Problem Statement 1: Leaders are not tracking all components of state accountability and teacher required targeted feedback based on Domain needs Special Education, CSI, EB, and all sub-populations **Root Cause**: Our leaders are not prioritizing accountability to increases in the student data because the analysis of the data does not have clear timelines and/or benchmarks for progress across the Domains Special Education, CSI, EB, and all sub-populations

Goal 3: IDEA achieves an A rating

Performance Objective 2: All students receiving CSI services will grow 1.2 years from BOY to MOY by attending all CSI offered classes and tutorials

    High Priority

    Evaluation Data Sources: REN STAAR

Strategy 1 Details	Reviews			
Strategy 1: CSI teachers will hold Parent PTG meeting the first Quarter to discuss progress and school -home connections	**Formative**			**Summative**
Strategy's Expected Result/Impact: CSI students will increase 1.2 between BOY and MOY	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: CSI teachers, general education teachers and CSI lead **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionist 2 /SPED teacher 1 - Federal Grant - $171,550	100%	100%	100%	
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Our special populations of Emergent Bilingual students dropped in overall Academic Achievement. **Root Cause**: Our general education teachers and leaders of those teachers failed to target the appropriate interventions and adjustments to meet the needs in Mat (Foundational skills) due to a lack of Q1 student identification through assessment tracking and RTI processes.

Goal 3: IDEA achieves an A rating

Performance Objective 3: All SPeD students will meet growth measures by receiving all accommodations prior to and during the STAAR exam

    High Priority

    Evaluation Data Sources: Modules and STAAR

Strategy 1 Details		Reviews			
Strategy 1: Teachers will receive BOY Binder and PD training on accommodations for all assessments.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers will acknowledge in writing that they received and understood the required adjustments, additions and planning for SPED students.		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Sped teacher, intervention, gen ed and testing coordinator **Title I:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction		100%	100%	100%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: Increase student daily attendance

Performance Objective 1: Students will attend school daily by creating an environment with daily challenges, pop up incentives, weekly teacher led celebrations and monthly campus led celebratione

High Priority

Evaluation Data Sources: SIS reports

Strategy 1 Details		Reviews			
Strategy 1: APO will create a reoccurring ADA step back to identify the OCS for campus ADA		**Formative**			**Summative**
Strategy's Expected Result/Impact: ADA will increase 2% by MOY to regain on benchmark status		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: SIS, APO, teacher compliance **Title I:** 2.5 **Problem Statements:** Demographics 3		100%	100%	100%	
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Lack of staff, student and parent investment has added to Declines in persistence **Root Cause**: Lack of a system around on-boarding our new students and families including parent and student commitments, academic expectations/standing and culture.

Goal 4: Increase student daily attendance

Performance Objective 2: Students will stay healthy and attend school daily by eating a healthy meal and staying active in PE classes

    Evaluation Data Sources: CNP walk throughs, PE HIIT data

Strategy 1 Details			Reviews		
Strategy 1: Students will attend PE classes regularly and attend extracurricular events			**Formative**		**Summative**
Strategy's Expected Result/Impact: BMI decreased and HIIT goals met by MOY **Staff Responsible for Monitoring:** Nurse, PE staff, 21st century program partners			**Oct**	**Jan**	**Mar**	**June**
			80%	75%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 5: Increase student persistence

Performance Objective 1: We will retain 90% of our students PK - 5th by ensuring a strong on-boarding process throughout the school year, connecting families to one another and the school at large

    High Priority

    Evaluation Data Sources: SC reports, locus and OCS of withdraw codes/reasons

Strategy 1 Details		Reviews			
Strategy 1: SC and APO will create a system that takes a family from being recruited to ending year 1 succesfully		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increases in student persistence and parent satisfaction		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: EC, SIS, APO, SC, API, Principal, GTL, teacher **Title I:** 2.4, 4.2 **Problem Statements:** Demographics 3 - Perceptions 1 **Funding Sources:** PK Teachers - Federal Grant - $117,400		50%	80%		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Lack of staff, student and parent investment has added to Declines in persistence **Root Cause**: Lack of a system around on-boarding our new students and families including parent and student commitments, academic expectations/standing and culture.
Perceptions
Problem Statement 1: There has been a lack of student focused counseling services, group counseling services and family outreach opportunities. **Root Cause**: Leadership has deprioritized student culture and relationships because of time management. Time management is jeopardized daily because of a lack of clear systems on both proactive counseling measures and reactive discipline measures.

Goal 5: Increase student persistence

Performance Objective 2: 100% of students will feel safe during the school day

    Evaluation Data Sources: Student Surveys

Strategy 1 Details		Reviews			
Strategy 1: 100% of students will participate in all safety drills and receive a mini lesson that includes a poll/exit ticket to gauge true understanding of our safety measures		**Formative**			**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in student persistence and student / parent survey data around safety **Staff Responsible for Monitoring:** Teachers, APO, FM and Direct managers **Problem Statements:** Demographics 3		70%	75%		
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Lack of staff, student and parent investment has added to Declines in persistence **Root Cause**: Lack of a system around on-boarding our new students and families including parent and student commitments, academic expectations/standing and culture.

Goal 5: Increase student persistence

Performance Objective 3: Special Education students will receive proper on-boarding including RISE PM tour and a paperwork party before the first day of school (entry)

    Evaluation Data Sources: Sped Persistence

Strategy 1 Details	Reviews			
Strategy 1: SPED point person and EC work hand in hand to create an onboarding plan that adjusts for first day of entry.	**Formative**			**Summative**
Strategy's Expected Result/Impact: All IEP requirements begin on day 1	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: RISE, EC and SPED PP	50%	80%		
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Title I Personnel

Name	Position	Program	FTE
Adriana Guzman	INTERVENTIONIST		1
Cassandra Rodriguez	PRE-KINDERGARTEN TEACHER		1
Jessica Lozano	PRE-KINDERGARTEN TEACHER		1
Kassandra Garza	CO-TEACHER		1
Martin Gomez	AR ZONE FACILITATOR		1
Monique Gonzalez	CO-TEACHER		1
Robert Arrellano	ILEARNING HOT SPOT FACILITATOR		1
Rosa Linda Alvarez	INTERVENTIONIST		1

Campus Funding Summary

			Federal Grant		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1			$61,300.00
3	2	1	Interventionist 2 /SPED teacher 1		$171,550.00
5	1	1	PK Teachers		$117,400.00
				Sub-Total	$350,250.00

Addendums

Master CNA & SAIP Reporting Checklist

	PTG	0%	PTG	0%

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

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
3-5 ELAR	use / implement / apply academic software STUDY ISLAND etc.,to increase / add / enhance understanding of targeted objectives (aligned to state standards)	S	All	Teachers/Interventionist	ongoing / year round	Adacemic Software	Individualized Objectives and student data	MM & EOM assessments, ET, STAAR
3-5 ELAR	TEKS anchor charts in ELAR interactive / thinking journals	S	ALL	Teacher	ongoing / year round	composition notebooks, chart paper		District Benchamrks
3-4 ELAR	increase / add / enhance writing skills utilizing Being A Writer	S	ALL/EMERGENT BILINGUAL	Teacher	ongoing / year round	Being A Writer	Writing Journal	Monthly Writing Samples
3-5 ELAR	STAAR vocabulary centers/activity to prepare students for STAAR exam/test	S	ALL	Teacher	ongoing / year round	Lakeshore learning/teachers pay teachers		District Benchamrks
3-5 ELAR	Open-ended STAAR stem questions, to help increase / add / enhance all students at risk / undeserved thinking and writing skills	S	ALL	Teacher	ongoing / year round	Wit and Wisdom literature		District Benchamrks
3-5 ELAR	increase / add / enhance hands-on activties to increase / add / enhance application of ELAR comprehension skills	S	ALL	Teacher	ongoing / year round	STAAR bingo, ELAR Comprehension centers/activity/Centers, Taskcards for all objectives		District Benchamrks
3-5 ELAR	Create a leveled library for students to self select novels, this will help increase / add / enhance student engagement	S	ALL	Teacher	ongoing / year round	novels for students (below, on, above grade level)		District Benchamrks / District Ren. Star
3-5 ELAR	Introduce each objective on a step-by-step basis.	S	All	Teachers/Interventionist	ongoing / year round	interactive / thinking ELAR notebooks, DMR mnemonics,		MM & EOM assessments, ET, STAAR
3-5 ELAR	use / implement / apply for students to reinforce and challenge students as a countdown to the STAAR	S	All	Teachers/Interventionist	ongoing / year round	Count Down to STAAR, Measuring Up Express		MM & EOM assessments, ET, STAAR
3-5 ELAR	Cow for AR exam/testing	RR	All	Teachers	ongoing / year round	Renaissance ELAR	AR exam/testing Reports Weekly AR Ranking	
3-5 Math	use / implement / apply to do hands on activities when introducing a new Objective.	S	All	Teacher/Interventionist	ongoing / year round	Galaxy		Renaissance Star exam/testing
3-5 Math	Everyday use / implement / apply to reinforce objectives and easy access to visuals.	S	All	Teacher/Interventionist	ongoing / year round	EAI.com manipulatives. (3D shapes), Fraction Models. Math centers, pattern blocks activities, etc.		MM & EOM assessments, ET, STAAR

3-5 Math	Will be use / implement / applyd to target the weak objectives and reinforce them.	S	All	Teacher/Interventionist	ongoing / year round	Anchor Charts		MM & EOM assessments, ET, STAAR
3-5 Math	use / implement / apply to introduce each objective on a step-by-step basis.	S	All	Teacher/Interventionist	ongoing / year round	Weekly reports		MM & EOM assessments, ET, STAAR
3-5 Math	use / implement / apply to help the lower group to master objectives in small group for the second semester of school year.	S	All	Teacher	ongoing / year round	Galaxy		MM & EOM assessments, ET, STAAR
3-5 Math	Math vocabulary words with pictures for EMERGENT BILINGUAL students	S	EMERGENT BILINGUAL	Teacher	ongoing / year round	MATH Interventionist		MM & EOM assessments, ET, STAAR
3-5 Math	For students needing interventions use / implement / apply speicific intervention resources	S	AR	Teacher/Interventionist	ongoing / year round	TEACHING STUDENT-CENTERED MATHEMATICS. Pearson	BWA Lesson Plans	District Benchamrks
3-5 Math	STAAR pratice questions for at risk / undeserved students in tutoring	S	ALL	SpEd / Interventionist	ongoing / year round	TEKSING toward STAAR problem solving.		District Benchamrks
3-5 Math	Daily review of basic concepts (addition,subtraction etc,)	S	ALL	SpEd / Interventionist	ongoing / year round	Go Math! / STAAR Ready		District Benchamrks
3-5 Math	use / implement / apply anchor charts to explain steps/procedurs to math problems	S	ALL	Teacher	ongoing / year round	Eureka Math Fluency (Sprints)		District Benchamrks
3-5 Math	Utilize district math curriculum, that include all supplmenntal aids	S	ALL	Teacher/Interventionist	ongoing / year round	chart paper/student journals	Student Journals Walk through SRI Lesson Plans	District Benchamrks
3-5 Math	STAAR vocabulary centers/activity to prepare students for STAAR exam/test	S	ALL	Teacher	ongoing / year round	Teacher Pay Teachers activities		MM & EOM assessments, ET, STAAR
3-5 Math	Visuals	O	ALL	Teacher	ongoing / year round	Lakeshore learning/teachers pay teachers		District Benchamrks
3-5 Math	Manipulatives	O	ALL	Teacher	ongoing / year round	Annecdotal notes	Observation	Informal assessments

Title I Qualifying Programs			Initiatives Status			
Internal use / implement / apply Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	increase / add / enhance/Decreased by X%	Outcome	increase / add / enhance/Decreased by X%
Budget Allocations only need to be entered for programs that are **BOTH** Supplemental & New			use / implement / apply these columns to assess your strategy progress at the middle and end of the year			

Title I Qualifying Programs			Initiatives Status			
nternal use / implement / apply Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	increase / add / enhance/Decreased by X%	Outcome	increase / add / enhance/Decreased by X%

Campus Name

Comprehensive Needs Assessment
ACADEMY

Data Sources: Eureka Math & Electives Academy					
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**Pk-2 MM Goal Met/Not Met**
% Students	100%	100/90/65	96/51/14	69/35/12	62%	YES

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	51	42	70	71%	YES	
% Meets	20	22	34			
% Masters	8	9	12			
% Student Achievement Average	26	24	39			

Data Source: CSI Academy	
	Math AC CSI
% CSI (EOY Ren.)	66%
% of CSI Passing STAAR	2/45 4%
% of SPED Passing STAAR	3/13 23%

Reflections	
Areas of Strength	**Areas of Need**
1 growth measure in 5th grade math	1 Tier 2 instruction for special pops
2 Tier 2 iinstruction (CSI) focused on foundational skills	2 Computations and Algebratic Reasoning
3	3

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

1A. % of graduates who matriculate to a College or University: 100%

1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%

1C. % of Seniors accepted to a College or University: 100%

1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%

1E. Earned State Rating: A

1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%

1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%

1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%

1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%

1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%

1K. Average ACT score: 21

1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

2A. % Teacher Retention | Employee Retention: 85% | 85%

2B. 80% composit score on GPTW: 82%

2B. %Average Daily Attendance: 97.50%

2C. New Student Persistence: 90%

2D. Operating Income: $133M

2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

3A. % of students with low socio-economic status: 80%

3B. Enrollment in August 2020: 83,894

3C. Schools in operation in August 2020: 149

3D. Total Funds Raised (millions): $93M

Needs Assessment

S-STAAR

D-DIBELS

E-EOC

A-ACT

RR-Reading Renaissance

ST-STAR for Math

DR-Discipline Report

AP-AP Tests

O-Other

Special Populations

All

AR-At Risk

ELL-English Language Learners

ED-Economically Disadvantaged

M-Migrant

SE-Special Education

Campus Name

Comprehensive Needs Assessment ACADEMY					
Data Sources: DI ELA & Electives					
	DI Pre-K on Grade Level	**DI Kinder on Grade Level**	**DI First on Grade Level**	**% Royal Readers**	**% Word Masters 1st and 2nd**
% Students	**96%**	**85%**	**50%**	1%	78% Goal Met
				3rd-5th RR Goal Met/Not Met	**3rd-5th WM Goal Met/Not Met**
				12% Goal Met	68% Goal Met
Data Source: STAAR					
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Reading Grade 5**		
% Approaches	69	63	79		
% Meets	42	39	57		
% Masters	19	23	36		
SAS	43	42	53		
% Student Achievement Average	1420 Approaches (1345-1467)	1495 Approaches (1434-1549)	1589 Meets (1582-1666)		
Data Source: CSI					
% Meeting CSI Goal	**Reading AC CSI**				
% CSI (EOY Ren.)	50%				
% of CSI Passing STAAR	6/40 15%				
% of SPED Passing STAAR	4/13 31%				

Reflections	
Areas of Strength	**Areas of Need**
1. Growth measure	1. Language acquisition
2. STAAR alignment to curriculum	2. Differentiation for special populations

3. RC 1	3. **3rd grade**: supplemental text for modules with concentration on informational text (3.9Di, 3.9Diii, 3.7C); include more practice for literary text (3.7C, 3.10D, 3.8D) **4th grade:** supplemental text for modules with concentration on informational text (4.10B); additional practice with literary text (4.10G, 4.7C, 4.8C 4.10D) **5th grade**: Supplemental text for modules with concentration on informational text (5.10B, 5.7C, 5.7D)

Campus Name

Comprehensive Needs Assessment ACADEMY						
Data Sources: Science Pk-2						
	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students	NA	98/98/97	100/94/66	74/41/24	61/26/3	98/73/44
Data Source: Science 3-5						

	STAAR Science Grade 5
% Approaches	73
% Meets	44
% Masters	27
% Student Achievement Average	48
% Average Score	3937 Approaches (3550-3999)

Reflections	
Areas of Strength	**Areas of Need**
1. Implementation of district resources	1. Cross curricular reading in all grade levels
2. Collaboration	2. RC 3 Earth and Space (5.7A)--additional practice, review, and spiral of concepts
3	3. RC 4 Organisms and Environment (5.9D)--additional practice, review, and spiral of concepts

Campus Name

	Comprehensive Needs Assessment						
	ACADEMY						
	Data Sources: Humanities Pk-2						
	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	NA	100/98/96	99/95/89	98/97/97	52/30/16	94/84/67	65/43/17

Reflections	
Areas of Strength	**Areas of Need**
1 Implementation and fidelity to new curriculum	1. Cross curricular reading in all grade levels
2 K-2 collaboration	2 Tier 2 support for reading/writing (upper grades)
3	3

Campus Name

Comprehensive Needs Assessment ACADEMY				
TELPAS Composite Rating (Listening, Speaking, Reading, Writing)				

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	K: 52 1st: 54 2nd: 8 3rd: 4 4th: 23 5th: 12 Campus: 26%	K: 55 1st: 57 2nd: 12 3rd: 8 4th: 14 5th: 10 Campus: 26%	K: 63 1st: 58 2nd: 38 3rd: 22 4th: 15 5th: 12 Campus: 35%	K: 100 1st: 62 2nd: 48 3rd: 28 4th: 12 5th: 9 Campus: 43%	K: N/A 1st: 43% 2nd: 63% 3rd: 62% 4th: 45% 5th: 50% Campus: 53%
% Intermediate	K: 39 1st: 18 2nd: 17 3rd: 9 4th: 27 5th: 22 Campus: 22%	K: 41 1st: 17 2nd: 68 3rd: 51 4th: 39 5th: 35 Campus: 42%	K: 33 1st: 9 2nd: 30 3rd: 35 4th: 41 5th: 29 Campus: 30%	K: 0 1st: 28 2nd: 30 3rd: 24 4th: 44 5th: 32 Campus: 26%	
% Advanced	K: 9 1st: 28 2nd: 57 3rd: 35 4th: 39 5th: 32 Campus: 33%	K: 5 1st: 26 2nd: 20 3rd: 36 4th: 41 5th: 46 Campus: 29%	K: 5 1st: 32 2nd: 25 3rd: 22 4th: 26 5th: 19 Campus: 21%	K: 0 1st: 11 2nd: 12 3rd: 29 4th: 32 5th: 31 Campus: 19%	
% Advanced High	K: 0 1st: 0 2nd: 18 3rd: 52 4th: 11 5th: 34 Campus: 19%	K: 0 1st: 0 2nd: 0 3rd: 5 4th: 6 5th: 9 Campus: 3%	K: 0 1st: 0 2nd: 7 3rd: 20 4th: 18 5th: 40 Campus: 14%	K: 0 1st: 0 2nd: 10 3rd: 19 4th: 12 5th: 28 Campus: 12%	

Reflections	
Areas of Strength	**Areas of Need**
1 Teachers tracked all special population students since the BOY which helped them target instruction for students.	1 Provide students with more open discussion/ discourse during class to encourage the need for speaking practice.
2	2 SIOP strategies in LPS
3	3 Rising 1st and 5th discourse and writing

IDEA SAN JUAN ACADEMY

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	71.42%
% Instructional Support Retention	87.50%
% Teacher Retention	91.18%
% Campus Support Retention	100%
% SPED Teachers	75.00%
% State/National Certified Teachers	36.36%
% State Certified Leaders	20.00%
% State/Board certified Counselors	100%
Number of teacher applicants per 2020-21 school year	79

Reflection	
Areas of Strength	**Areas of Need**
Instructional leadership returning / transfering in	% State/National Certified Teachers
Teacher retention strong	Accountabilty to results
3	3

Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	pending
% Overall Persistence	94.51%	Current data
% New Student Persistence	91.26%	Current data
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	pending
% ELL	60%
% Eco Dis	pending
% Migrant	pending
% Race: American-Indian-Alaska-Native	0%
% Asian	0.50%
% White-Hispanic	95%
% Multi	0
% Black-African-American	0.50%
% Native-Hawaiian-Pacific-Islander	0%
% White	4%
% Male	53%
% Female	47%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
1 tracking special populations	normig tracking across PK - 5 and elective teams
2 intervention for lowest 5%	tier 1 support in planning and tier 2 support in general cla
3 growth in 5th for all special pops (89%)	RTI process support

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Campus Name

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	36%
% Families Attended Curriculum Night	90% of at risk
% Families Who Attended EOY Ceremonies	98%
% Families who attended Fall Festival	N/A
% Families who attended Winter Festival	72%
% Families who attended Spring Festival	N/A

Reflection	
Areas of Strength	**Areas of Need**
1. Curriculum Nights gave insight to students current progress toward their goals that parents appreciated.	1 We need to work to offer parent classes/sessions that involve teaching parents how to deal with students social emotional needs, how to help their child use technology safely and set boundaries.
2 EOY ceremonies were held at CP which allowed for more space and ability to celebrate students. Each grade level had a slide per students and we started a new tradition of graduation cap and gowns for kinder student	2 With covid decreasing provide families with more opportunities to interact with the campus by planning and executing monthly parent events.
3	3 Curriculum Nights should take place earlier in the year (September vs October) and again second semester to create buy in with new and returning families.

IDEA Public Schools
San Juan Academy

Junta de el

P N M

Progreo a **N**uestra **M**eta

Septiembre 29th, 2022
Comienza
Puntalmente a las 5:30 pm
Salón #

A109 – Grado 3rd

A108 – Grado 4th

A107 – Grado 5th

¡Esperamos verte

aquí!

Student Name	Parent Signature	Request Conference
Aburto, Adan Alexander	*[signature]*	
Adame, Lina Marla		
Andrade, Malorie		
Baez, Dante	*[signature]*	
Cabrales, Danica Yosslady	*[signature]*	
Cedeno Sanchez, Diany Emely		
Cepeda Masilla, Elias		
Cervantes, Angel		
Colunga, Aaliyah Jewel	*[signature]*	
Contreras, Deric Oskar	*[signature]*	
Cornejo, Bryan Rigoberto	*[signature]*	
Corona Garcia, Isaac	*[signature]*	
Cruz, Daniel	*[signature]*	
Duron Quintana, Braulio Guada		
Garza, Javier Humberto		
Haro, Jennica Emily		
Herrera, Jayden Drago		
Huerta, Damian Alexander	*[signature]*	
Lopez, Gerardo Uriel	*Gerardo Lopez*	
Murillo, Joziah Jay	*[signature]*	
Nunez Zavala, Vayoleth Lucia	*[signature]*	
Rangel Perez, Ximena		
Sandoval, Francisco		
Sifuentes, Eduardo		
Silva Hernandez, Ariadne Minn	*[signature]*	
Tijerina, Daren Anthony	*[signature]*	
Tovar, Jasmin Alejandra	*[signature]*	
Valenzuela, Kimberly Nahomi	*[signature]*	
Vasquez, Ethan		

Student Name	Grade	Parent Signature	Request Conference	Waiver
Alvarez, Hetzabel Noemi	4	*Sign (highlighted)*		*Signature*
Barrera-Murua, Alfonso Guadalupe	4	Daniela Barrera		Daniela Barrera
Cantu, Jayden Alexander	4	PHONE/ 21		verbal
Cantu-Rodriguez, David	4	*signature*		Ren.A
De Santiago, Rodrigo	4	Phone - (2)		OK VERBAL
Esparza, Cesar Alexander	4	Marlin 2-0-2sook		Nevia Salazar
Esparza, Jennifer	4	marcie Lucotesine		Maura Salazar
Gomez, Delylah	4	PHONE /21		OK VERBAL
Guevara, John David	4	PHONE (2)		*mark*
Gutierrez, Isaiah Encarnacion	4	PHONE (2)		OK VERBAL
Mayorga, Iker Fabian	4	Maria Mayorga		Maria Mayorga
Medina, Alessandra Dominique	4	PHONE / 21		gen
Mena, Roberto	4	PHONE /CD		verbal
Orduno, Alejandro	4	PHONE / 21		verbal
Puente, Christian	4	PHONE (2)		OK VERBAL
Robles, Diego	4	PHONE (2)		gen
Sifuentes, Angeles Vianey	4	PHONE (2)		verbal
Silva-Silva, Maria Fernanda	4	Aldo Silva		Aldo Silva
Torres, Fidel	4	PHONE (2)		verbal
Velazquez Escobedo, Aidee Krystel	4	Cecilia Escobedo		Cecilia Escobedo
Velazquez Escobedo, Aimee Krystel	4	Cecilia Escobedo		Cecilia Escobedo