

IDEA Public Schools

South Flores 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: September 16, 2022

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: September 12, 2022

Demographics

Demographics Summary

IDEA South Flores Academy is a elementary school serving over 700 scholars on the south side of San Antonio, Texas. We teach scholars from Kindergarten through 5th grade. Our campus was established in 2013 opening our doors to Kindergarten through 2nd grade. From there each year we opened another grade in 2016 we were a full scale elementary school. We serve 77% of economically disadvantaged scholars and 94% of our scholars are Hispanic. Our daily attendance is approximately 92% and that was during COVID. Over 80% of our families continue to stay at our school year after year. We have been a "A" rated campus since we recieved our first rating. Our Special Education RISE classroom is one that is sought out by many local families, due to the rigor and success rate of our scholars.

Demographics Strengths

"See PDF inAddendum for more information:

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to respond to persistence concerns immediately upon being made aware of them is key to addressing and keeping families. **Root Cause:** Lack of grade level administration addressing and responding to families concerns. Caused families to withdrawal their scholars.

Problem Statement 2 (Prioritized): There is a need to increase persistence specifically for new to IDEA scholars due to the decline last school year. (New Student Persistence 87%) **Root Cause:** Lack of consistent and clear communication around school culture and expectations to parents and scholars during the entire onboarding process (Welcome to IDEA).

Student Learning

Student Learning Summary

1. The progress we made this year was remarkable, Domain 1 - 90, Domain 2 - 93, Domain 3 - 100 and Overall - 95. We earned 5 out of 6 distinctions. Our growth in one year was Domain 2 plus 2, Domain 3 plus 15 and overall plus 6. we are ranked #3 out of the 12 elementary IDEA schools in San Antonio.
2. 4th Reading hit 94/76/44 in comparison to 20-21: 19% increase approaching, 30% increase meets, and 27% increase masters
3. 4th Math in comparison to 20-21: 20% increase approaching, 30% increase meets, and 29% increase masters
3. 5th Science in comparison to 20-21: 15% increase approaching, 31% increase meets, and 19% increase masters
4. All content SpEd 63/31/14 compared to 20-21: 15% increase approaching, 17% increase meets, and 1% increase masters
5. All content EL 77/52/31 compared to 20-21: 11% increase approaching, 22% increase meets, and 17% increase masters

"See PDF in Addendum for more information."

Student Learning Strengths

"See PDF in Addendum for more information."

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The reteach plan for scholars that were not mastery of skills during reading and math class. **Root Cause:** The lack of a clear and concise plan for intervention teacher for reteaching scholars and allowing more at bats to master skills.

Problem Statement 2 (Prioritized): The number of scholars in 3rd grade reading that were at approaches decreased by 8% from our prior year. **Root Cause:** Instruction by the reading teachers is lacking rigor to push scholars to do the lift and ability to have scholar facilitated conversations.

School Processes & Programs

School Processes & Programs Summary

On our campus we use multiple ways to develop our leaders. The leadership team does weekly joint observations in which are lead by the assistant principals. During these observations leaders identify their direct reports areas of growth and then develop a next step which is reviewed by the principal. There are weekly check ins with the principal and the assistant principals in which we review their personal coaching cycle and receive ratings with observational feedback and next steps for their own leadership growth.

We complete quarterly coaching assessments and placements with weekly check ins with our teachers. This supports the teachers and leaders to align on what are areas of strength and areas of focus. We use a scope and sequence for our coaching cycle that aligns with the time of the year and what to prioritize. (Culture vs Instructional -- August vs March)

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

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

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

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

"See PDF in Addendum for more information"

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The lack of use and follow up with the progressive discipline plan we have in place regarding employee expectations. **Root Cause:** Inconsistency in the utilization of the progressive discipline plan by administration with 100% of employees not following expectations.

Problem Statement 2 (Prioritized): The lack of a clear and concise coaching plan for employees that have shown in interest in leadership roles in the future. **Root Cause:** Contentious change in the organizational leadership roles and lack of clarity from HQ on requirements in upcoming leadership roles.

Perceptions

Perceptions Summary

This past school year our staff retention decreased from 99% previous years to 78%. As an organization, we are focusing creating a Great Place To Work. With that being said, we took a deep dive into our Great Places to Work survey results this last year. The data revealed that the principal had great results from her direct reports, where in the assistant principals results from our staff was a different story. The three areas in which we are focusing this year are: 1. Staff feeling that their voices are heard and taken into consideration. 2. Our campus is a fun place to work. 3. Staff is placed in the correct position based on their abilities. (Please refer to our problem statements below)

Our persistence also decreased this year, most of them deciding to go to online school or public school due to school/life balance. New to IDEA families struggled with the homework expectations and the hours that their scholars attend school daily. (7am-3:55pm) This year we have adjusted our day to by 7:15am-3:45pm, which always families more time together. They were also concerned about the amount of homework we expected scholars to complete daily 1hr - 1.5 hrs daily. We have reduced it this year by having scholars do 30 minutes of reading and 30 minutes of practice in math, science or social studies based on the day of the week. Which made it so scholars are only ask to spend 1 hour Monday - Thursday.

"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): During this last year the staff felt their voices were not being heard and ideas/thoughts considered by their direct manager. **Root Cause:** There was a lack of time built in to weekly check ins between teachers and direct managers to voice their thoughts, ideas and feelings about decisions/situations that impacted their classes/content.

Problem Statement 2 (Prioritized): With the last two years being a bit different due to COVID protocol staff felt that the joy and celebrations for accomplishments had diminished. **Root Cause:** The COVID protocols put into place had halted group assemblies, quarterly celebrations for growth and other in person celebrations.

Priority Problem Statements

Problem Statement 1: There is a need to respond to persistence concerns immediately upon being made aware of them is key to addressing and keeping families.

Root Cause 1: Lack of grade level administration addressing and responding to families concerns. Caused families to withdraw their scholars.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase persistence specifically for new to IDEA scholars due to the decline last school year. (New Student Persistence 87%)

Root Cause 2: Lack of consistent and clear communication around school culture and expectations to parents and scholars during the entire onboarding process (Welcome to IDEA).

Problem Statement 2 Areas: Demographics

Problem Statement 3: The reteach plan for scholars that were not mastery of skills during reading and math class.

Root Cause 3: The lack of a clear and concise plan for intervention teacher for reteaching scholars and allowing more at bats to master skills.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The number of scholars in 3rd grade reading that were at approaches decreased by 8% from our prior year.

Root Cause 4: Instruction by the reading teachers is lacking rigor to push scholars to do the lift and ability to have scholar facilitated conversations.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The lack of use and follow up with the progressive discipline plan we have in place regarding employee expectations.

Root Cause 5: Inconsistency in the utilization of the progressive discipline plan by administration with 100% of employees not following expectations.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The lack of a clear and concise coaching plan for employees that have shown in interest in leadership roles in the future.

Root Cause 6: Contentious change in the organizational leadership roles and lack of clarity from HQ on requirements in upcoming leadership roles.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: During this last year the staff felt their voices were not being heard and ideas/thoughts considered by their direct manager.

Root Cause 7: There was a lack of time built in to weekly check ins between teachers and direct managers to voice their thoughts, ideas and feelings about decisions/situations that impacted their classes/content.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: With the last two years being a bit different due to COVID protocol staff felt that the joy and celebrations for accomplishments had diminished.

Root Cause 8: The COVID protocols put into place had halted group assemblies, quarterly celebrations for growth and other in person celebrations.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals





Goal 1: Increase staff retention

Performance Objective 1: Increase IDEA South Flores staff retention rate from 78% to 85% staff members employed in 22-23 retained and return for 23-24.

High Priority

Evaluation Data Sources: Weekly Staff Retention PTG reported on LOCUS

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 1. Uphold and follow through in regards to expectations and guidelines to reduce the likelihood of a repeated offences. 2. Implement and facilitate complete coaching cycle to support the development of staff members. 3. Allocate specific time to staff weekly to voice ideas, thoughts and feelings. Strategy's Expected Result/Impact: 1. Using the progressive discipline plan we will hold all staff members accountable for expectations and guidelines outlined in the Staff Handbook daily, weekly and monthly. Which will cause staff to leading the way in supporting scholars and families in adhering to the expectations and guidelines. 2. Completion of the coaching cycle will progressively improve and develop staff members into master teachers. Using the "GET" to rate each staff member in Teach Boost. With each staff member growth to proficient in each rating by end of school year (APR). 3. During weekly check in with direct manager 5 - 10 minutes will be allocated for staff to share ideas, thoughts and feelings regarding personal or work related decisions/situations that may impact their class, grade, or content. Staff Responsible for Monitoring: Direct manager - API, APO, Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1, 2 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: The lack of use and follow up with the progressive discipline plan we have in place regarding employee expectations. **Root Cause:** Inconsistency in the utilization of the progressive discipline plan by administration with 100% of employees not following expectations.

Problem Statement 2: The lack of a clear and concise coaching plan for employees that have shown in interest in leadership roles in the future. **Root Cause:** Contentious change in the organizational leadership roles and lack of clarity from HQ on requirements in upcoming leadership roles.

Perceptions

Problem Statement 1: During this last year the staff felt their voices were not being heard and ideas/thoughts considered by their direct manager. **Root Cause:** There was a lack of time built in to weekly check ins between teachers and direct managers to voice their thoughts, ideas and feelings about decisions/situations that impacted their classes/content.

Goal 2: All IDEA students matriculate to college





Performance Objective 1: Maintain 100% of 2023 IDEA South Flores College Prep Campus high-school graduates matriculate to college, enroll in a post-secondary program for special education scholars, enlist in the armed forces, and/or are granted a faith-based or medical exemption.

High Priority

HB3 Goal

Evaluation Data Sources: Weekly PTG reported by College Prep Counselor

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 1. Develop partnerships between College Prep scholars and Academy Teachers based on scholars area of academic focus and teachers area of strength. 2. Implement and facilitate 1:1 tutoring opportunities for College Prep scholars based off of partnerships. Strategy's Expected Result/Impact: 1. Utilizing a meet and greet introduce partnerships between, Academy teachers with academic area of strength that have been matched with College Prep scholars in that area of focus needed. Adjusting partnerships to meet scholars academic needs throughout the school year. 2. Facilitation of tutoring will be conducted by one of the following options: (A) Specific time allocated during conference period daily/weekly. (B) After school from 3:45-4:45pm (C) Saturday 9:00- 12:00pm later in the year The impact would be the time for Academy Teachers to work 1:1 to tutor scholars in ELAR (reading/writing) and Math, based on missing foundational skills taught in elementary grades. Staff Responsible for Monitoring: College Prep -- College Counselor, Academy -- Teachers, API Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The reteach plan for scholars that were not mastery of skills during reading and math class. Root Cause: The lack of a clear and concise plan for intervention teacher for reteaching scholars and allowing more at bats to master skills.

Goal 3: IDEA achieves an A rating





Performance Objective 1: IDEA South Flores Academy & College Prep will both maintain to achieve an A rating for the 22-23 school year.

High Priority

HB3 Goal

Evaluation Data Sources: Weekly campus PTG with most recent assessment data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: 1. Develop academic focus groups of Teachers based area of strength to support scholars with areas of academic needs. 2. Implement and facilitate 1:1 tutoring opportunities for scholars based off of area of academic focus. Strategy's Expected Result/Impact: 1. Utilizing academic focus groupings of teachers area of strength and scholars area of focus needed. F (A) Facilitate a meeting with parents to explain to parents focus groups and introduce teacher for each group. (B) Adjust groupings to meet scholars academic needs throughout the school year. 2. Facilitation of tutoring will be conducted by using one of the following options: (A) Specific time allocated during conference period daily/weekly. (B) After school from 3:45-4:45pm (C) Saturday 9:00- 12:00pm later in the year The impact would be the time for teachers to work 1:1 to tutor scholars in ELAR (reading/writing) and Math, based on missing foundational skills taught in elementary grades. Staff Responsible for Monitoring: API, Principal, Teachers Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2		Formative			Summative
		Oct	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: The reteach plan for scholars that were not mastery of skills during reading and math class. **Root Cause:** The lack of a clear and concise plan for intervention teacher for reteaching scholars and allowing more at bats to master skills.

Problem Statement 2: The number of scholars in 3rd grade reading that were at approaches decreased by 8% from our prior year. **Root Cause:** Instruction by the reading teachers is lacking rigor to push scholars to do the lift and ability to have scholar facilitated conversations.






Goal 3: IDEA achieves an A rating

Performance Objective 2: South Flores Academy will increase 3rd grade scholar achievement scores on state STAAR reading achievement from 85% approaches mastery, 49% meets grade level expectations and 30% meets grade level expectations to 90%, 60%, 30%, respectively.

High Priority

HB3 Goal

Evaluation Data Sources: Campus reading and math interventionists will provide feedback, coaching and small group intervention for scholars with a data driven daily schedule that includes dedicated time to disaggregate data to design their next week's schedule.






Strategy 1 Details		Reviews			
Strategy 1: Campus reading and math interventionists will provide feedback, coaching and small group intervention for scholars with a data driven daily schedule that includes dedicated time to disaggregate data to design their next week's schedule. Funding Sources: co-teacher - Federal Grant		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 3: South Flores Academy will increase 3rd grade math scholar achievement scores on state STAAR Math from 83% approaches mastery, 42% meets grade level expectations and 13% meets grade level expectations to 90%, 60%, 30%, respectively.

High Priority
HB3 Goal

Evaluation Data Sources: Scholars at South Flores Academy that are reading below grade level will participate in intervention reading programs, such as grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, scholar work analysis meetings and MTSS.

Strategy 1 Details	Reviews			
Strategy 1: Scholars at South Flores Academy that are reading below grade level will participate in intervention reading programs, such as grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, scholar work analysis meetings and MTSS.	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Goal 3: IDEA achieves an A rating

Performance Objective 4: South Flores Academy will increase all grade level scholar achievement for scholars served in special education, on math and reading state assessments from 50% approaches mastery, 11% meets grade level expectations and 0% masters grade level expectations to 90%, 60%, 30%, respectively.

High Priority

HB3 Goal

Evaluation Data Sources: Scholars at South Flores Academy that are performing in Math below grade level will participate in intervention Math programs, such as ThinkUp!, Math HotSpot and grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, scholar work analysis meetings and MTSS.

Strategy 1 Details	Reviews			
Strategy 1: Scholars at South Flores Academy that are performing in Math below grade level will participate in intervention Math programs, such as ThinkUp!, Math HotSpot and grade level TEKS intervention and their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, scholar work analysis meetings and MTSS.	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Goal 3: IDEA achieves an A rating

Performance Objective 5: South Flores Academy will increase all grade level scholar achievement for scholars identified as Emergent Bilingual, on math and reading state assessments from 69% approaches mastery, 31% meets grade level expectations and 10% masters grade level expectations to 90%, 60%, 30%, respectively.

High Priority

HB3 Goal

Evaluation Data Sources: Emergent Bilingual scholars at South Flores Academy that are performing in Math below grade level will participate in intervention Math and Reading programs. Along with additional intervention using Imagine Learning, HotSpot and grade level TEKS intervention. Their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, scholar work analysis meetings and MTSS.

Strategy 1 Details	Reviews			
Strategy 1: Emergent Bilingual scholars at South Flores Academy that are performing in Math below grade level will participate in intervention Math and Reading programs. Along with additional intervention using Imagine Learning, HotSpot and grade level TEKS intervention. Their progress will be tracked and monitored through data reporting to instructional lead team members, exit ticket huddles, scholar work analysis meetings and MTSS.	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Increase student daily attendance


Performance Objective 1: Increase IDEA South Flores Academy annual attendance from 92% to 97% rate for the 22-23 school year.


High Priority


Evaluation Data Sources: Daily ADA tracker with YTD data pulled from Locus


Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: 1. Uphold and follow through with teachers in regards to expectations and guidelines in regards to daily ADA 2. Implement and facilitate parent meetings regarding ADA. 3. Allocate specific time and ways to celebrate scholars ADA. Strategy's Expected Result/Impact: 1. Using the progressive discipline plan we will hold all staff members accountable for expectations and guidelines outlined in the Staff Handbook in regards to ADA. Communicating with parents on a daily/weekly basis builds key investments. 2. Holding parent meetings to review expectations and communicating the impact it has on scholars learning when they are absent. 3. During monthly family engagement celebrate grade levels that are meeting ADA. CFU for families as to expectations and importance regarding ADA with give away. Staff Responsible for Monitoring: All Staff -- APO, SIS, Teacher, API, Principal Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to respond to persistence concerns immediately upon being made aware of them is key to addressing and keeping families. Root Cause: Lack of grade level administration addressing and responding to families concerns. Caused families to withdrawal their scholars.

Demographics

Problem Statement 2: There is a need to increase persistence specifically for new to IDEA scholars due to the decline last school year. (New Student Persistence 87%) **Root Cause** : Lack of consistent and clear communication around school culture and expectations to parents and scholars during the entire onboarding process (Welcome to IDEA).

School Processes & Programs

Problem Statement 1: The lack of use and follow up with the progressive discipline plan we have in place regarding employee expectations. **Root Cause:** Inconsistency in the utilization of the progressive discipline plan by administration with 100% of employees not following expectations.





Goal 5: Increase student persistence

Performance Objective 1: Increase IDEA South Flores Academy annual persistence rate for scholars enrolled during the 22-23 school year will persist and return for the start of the 23-24 school year from 88% to 90% .

High Priority

Evaluation Data Sources: Weekly PTG with YTD scholar persistence tracker pulled from Locus

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: 1. Uphold and follow through with teachers in regards to expectations and guidelines in regards to persistence 2. Implement and facilitate parent meetings regarding persistence. 3. Allocate specific time and ways to celebrate grade levels persistence.</p> <p>Strategy's Expected Result/Impact: 1. Using the progressive discipline plan we will hold all staff members accountable for expectations and guidelines outlined in the Staff Handbook in regards to Persistence. Communicating with parents on a daily/weekly basis builds key investments. 2. Holding parent meetings to review expectations and communicating the impact it has on scholars learning when they are move to other schools. 3. During last faculty meeting of the month celebrate grade levels that are meeting persistence. The impact of scholars leaving our school is the gap that has to be filled when a new scholar comes in.</p> <p>Staff Responsible for Monitoring: All Staff -- APO, API, Teacher, School Counselor, Principal</p> <p>Title I: 2.4, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to respond to persistence concerns immediately upon being made aware of them is key to addressing and keeping families. Root Cause: Lack of grade level administration addressing and responding to families concerns. Caused families to withdrawal their scholars.</p>

Demographics

Problem Statement 2: There is a need to increase persistence specifically for new to IDEA scholars due to the decline last school year. (New Student Persistence 87%) **Root Cause** : Lack of consistent and clear communication around school culture and expectations to parents and scholars during the entire onboarding process (Welcome to IDEA).

Student Learning

Problem Statement 2: The number of scholars in 3rd grade reading that were at approaches decreased by 8% from our prior year. **Root Cause:** Instruction by the reading teachers is lacking rigor to push scholars to do the lift and ability to have scholar facilitated conversations.

School Processes & Programs

Problem Statement 1: The lack of use and follow up with the progressive discipline plan we have in place regarding employee expectations. **Root Cause:** Inconsistency in the utilization of the progressive discipline plan by administration with 100% of employees not following expectations.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	CO-TEACHER		1
	CO-TEACHER		1
	CO-TEACHER		1
	ILEARNING HOT SPOT FACILITATOR		1
Aurora Munoz	Co-Teacher	Title I	1
Daniella Guerrero	Co-Teacher	Title I	1
Oralia De Leon	Co-Teacher	Title I	1
Sandra Garza	ILEARNING HOT SPOT FACILITATOR	Title I	1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	co-teacher		\$0.00
Sub-Total					\$0.00

Addendums

Master CNA & SAIP Reporting Checklist

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, resources, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	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 <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	
	Locus Dashboard: Staff Retention	Staff Quality, Retention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	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 <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	

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

- 1A. % of graduates who matriculate to a College or University: 100%
- 1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%
- 1C. % of Seniors accepted to a College or University: 100%
- 1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%
- 1E. Earned State Rating: A
- 1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%
- 1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%
- 1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score: 21
- 1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

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

PRIORITY #3: Achieve Mission at Scale

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

Needs Assessment

S-STAAR
D-DIBELS
E-EOC
A-ACT
RR-Reading Renaissance
ST-STAR for Math
DR-Discipline Report
AP-AP Tests
O-Other

Special Populations

All
AR-At Risk
ELL-English Language Learners
ED-Economically Disadvantaged
M-Migrant
SE-Special Education

IDEA South Flores

ACADEMY

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are BOTH Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
Y	Y	\$1,000.00				
Y	N	Paid for through grant				
Y	Y	\$3,000.00				
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					
N	N					
N	N	\$1,000.00				

IDEA South Flores Academy

Comprehensive Needs Assessment						
ACADEMY						
Data Sources: Eureka Math & Electives Academy						
	Eureka Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters 1-2	1-2 MM Goal Met/Not Met
% Students	99	99	84	90	65	Met
Data Source: STAAR Academy						
	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met	
% Approaches	78	89	84	83%	Met	
% Meets	45	65	54			
% Masters	26	46	23			
% Student Achievement Average	50	67	54			
% Meet 2 year growth	44	55	48			
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)	68%					
% of CSI Passing STAAR	48%					
% of SPED Passing STAAR	68%					
Reflections						
Areas of Strength			Areas of Need			
1. 4th math increase overall -- approaching 20%, meets 30%, and masters 29% on STAAR			1. 3rd grade math gap in scholars learning due to COVID and backing planning to fill gap			
2. Intervention occurred consistently and coaching provided.			2. 3rd grade & 5th grade math interventionist new to role and content			
3. Exit ticket data reviewed across content.			3. Heat maps utilized in consistently.			

IDEA South Flores Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100	65	42	85	3	55
					RR Goal Met/Not Met	WM Goal Met/Not Met
					Met	Met
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5			
% Approaches	85	94	87			
% Meets	62	76	63			
% Masters	38	44	38			
SAS	62	71	63			
% Student Achievement Average	62	71	63			
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	39%					
% of CSI Passing STAAR	67%					
% of SPED Passing STAAR	60%					

Reflections	
Areas of Strength	Areas of Need
1. 4th grade reading results were 94/76/44	1. 3rd grade reading approaching decreased by 8% -- meaning teachers did not push rigor to all scholars.
2. Teacher internalization and rehearsal occurred concisently	2. Inconsistent coaching, due to new API adjusting to new role.
3. STAAR Prep program was rolled out starting in February	3. Inconsistent Intervention due to teacher retention/attendance.

IDEA South Flores Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Science Pk-2

	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students	NA	100	68	75	90	81

Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches	85	
% Meets	55	
% Masters	26	
% Student Achievement Average	55	

Reflections

Areas of Strength	Areas of Need
1. 5th grade science approaches 15% , meets 31%, and 19% increase from 2021 STAAR.	1. K-4 grade content new to scholars, teachers and families
2. K- 5th grade scholars recieved science instruction.	2. Teacher lesson rehearsal was not held consistently
3. 5th grade science returning teacher with science experience	3. Teacher taking ownership of data, did not react to gaps with urgency.

IDEA South Flores Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-2

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	NA	100	100	100	86	100	89

Reflections

Areas of Strength	Areas of Need
1. K- 5th grade scholars recieved social studies instruction	1. K-4 grade content new to scholars, teachers and families
2. Teachers used backward planning to ensure scholars mastered skills.	2. Teacher lesson rehearsal was not held consistently
3. Teachers internalized and rehearsed lesson	3. Teacher taking ownership of data, did not react to gaps with urgency.

IDEA South Flores Academy

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	6	0	0	6	10
% Intermediate	41	41	41	41	38
% Advanced	41	59	12	47	32
% Advanced High	12	0	47	6	45

Reflections

Areas of Strength	Areas of Need
1. Started tutoring in October for EL scholars	1. Teachers did not use Heat Maps consistently to target EL scholars
2. Increase from 2021 school year -- masters 17%, meets 22% on STAAR	2. Teachers did not use accomodations consistently with EL scholars.
3. EL scholars recieved small group intervention	3. Teachers did not use the same vocabulary as the Telpas test.

IDEA South Flores Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100
% Instructional Support Retention	80
% Teacher Retention	78
% Campus Support Retention	80
% SPED Teachers	98
% State/National Certified Teachers	56.76
% State Certified Leaders	75
% State/Board certified Counselors	0
Number of teacher applicants per 2020-21 school year	16

Reflection	
Areas of Strength	Areas of Need
1. 100% of leaders retained for this school year	1. Create plan for tracking, implementing and facilitating complete coaching cycle.
2. 80% Support staff was retained or promoted	2 Utilize progressive discipline to ensure 100% of staff are held to same expectations.
3. GPTW survey results increased from BOY to MOY	3 Identify future roles for those seeking leadership and prepare coaching plan.

IDEA South Flores Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.98
% Overall Persistence	87.87
% New Student Persistence	80.4
# of Admin Withdrawals/ Level 3 Offenses	3
% SPED	7
% ELL	13
% Eco Dis	77
% Migrant	NA
% Race: American-Indian- Alaska-Native	0
% Asian	0
% Hispanic	94
% Multi	0
% Black-African-American	1
% Native-Hawaiian-Pacific- Islander	0
% White	4
% Male	47
% Female	53

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1. 2nd - 4th grade families remain with IDEA South Flores year after year. (95% or higher)	1. Facilitate a WTI in which CFU to new to IDEA families as to expectations regarding ADA and work load. (New Student Persistence 87%)
2. Overall ADA 91.98% which is 1.08% higher than previous year.	2. Creating and facilitating multiple touch points with new to IDEA families throughout the summer months.
3. Holding parent meetings and communicating with parents on a weekly basis builds key investments.	3. Grade Level APIs respond to persistence concerns upon being made aware of them is key to addressing and keeping families.

IDEA South Flores Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	90%
% Families Who Attended EOY Ceremonies	95%
% Families who attended Fall Festival	25%
% Families who attended Winter Festival	50%
% Families who attended Spring Festival	65%

Reflection	
Areas of Strength	Areas of Need
1. Weekly communications distributed online, which could be translated into spanish in multiple platforms.	1. Families investment in school survey to provide feedback to school
2. 100% of new families attended WTI and scholars were tested for placement.	2 Family weekly distrubuted in english and spanish
3. Family communication was stronger.	3. Change to online Family Weekly