IDEA Public Schools

Spears Academy

2022-2023 Campus Improvement Plan

Accountability Rating: Not Rated

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**

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: September 16, 2022

Demographics

Demographics Summary

IDEA Spears Academy is an open enrollment charter school serving grades K, 1, 2, 3, and 4 in Northwest Houston serving a population of 79% economically disadvantaged, 31% English Language Learners, 49% White-Hispanic, 49% Black-Affrican American, and 8% Special education.

Demographics Strengths

See PDF in Addendum for more information

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall student persistence was low (71.23%) **Root Cause:** Campus culture not clearly communicated during family onboarding

Problem Statement 2 (Prioritized): Campus wide positive behavior system not implemented across all grade levels. **Root Cause:** STAAR grades culture was prioritized above all else.

Student Learning

Student Learning Summary

Domain 1 - 54 (51% Approaches, 25% Meets, 9% Masters)

Domain 2 - 70 (92.5 points earned out of 135)

Domain 3 - 67 (25% met for Academic Achievement, 44% met for Growth Status, 100% met for ELP, 17% met for Student Success)

58% of K-2 students reading on / above grade level

Student Learning Strengths

See PDF in Addendum for more information

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student approaches for Math in 3rd/4th was low (42%) **Root Cause:** Interventionists were primarily focused on Reading

Problem Statement 2 (Prioritized): Student masters for Reading and Math combined was low (9%) **Root Cause:** Students were ability grouped at the beginning of semester 2

School Processes & Programs

School Processes & Programs Summary

See PDF in Addendum for more information

School Processes & Programs Strengths

Curriculum & Instruction:

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

Special Programs

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

SEL/ Mental Health and Family Engagement

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Insufficient planning time for teachers. **Root Cause:** Daily planning periods not incorporated for all grade levels as part of the master schedule.

Problem Statement 2 (Prioritized): Feedback not provided daily to teachers after classroom observations with fidelity. **Root Cause:** TeachBoost not utilized by campus leaders to provide feedback after daily observations.

Perceptions

Perceptions Summary

See PDF in Addendum for more information

Perceptions Strengths

See PDF in Addendum for more information

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Little to no opportunity for parents to get involved **Root Cause:** Only 2 family engagement events for the year

Problem Statement 2: Parents not being aware of student progress throughout the year. **Root Cause:** Inconsistent parent communication and no parent nights

Priority Problem Statements

Problem Statement 1: Student approaches for Math in 3rd/4th was low (42%)
Root Cause 1: Interventionists were primarily focused on Reading
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Student masters for Reading and Math combined was low (9%)
Root Cause 2: Students were ability grouped at the beginning of semester 2
Problem Statement 2 Areas: Student Learning

Problem Statement 3: Overall student persistence was low (71.23%)
Root Cause 3: Campus culture not clearly communicated during family onboarding
Problem Statement 3 Areas: Demographics

Problem Statement 4: Insufficient planning time for teachers.
Root Cause 4: Daily planning periods not incorporated for all grade levels as part of the master schedule.
Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Feedback not provided daily to teachers after classroom observations with fidelity.
Root Cause 5: TeachBoost not utilized by campus leaders to provide feedback after daily observations.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Campus wide positive behavior system not implemented across all grade levels.
Root Cause 6: STAAR grades culture was prioritized above all else.
Problem Statement 6 Areas: Demographics

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

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Increase staff retention

Performance Objective 1: By February 2023, 75% of IDEA Spears Academy staff will answer on the Great Places to Work Survey Question "Taking everything into account, I would say this is a great place to work."

High Priority

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details		Reviews			
Strategy 1: Weekly shoutout in Campus and Regional TEAMs chats highlighting wins.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase staff retention **Staff Responsible for Monitoring:** Principal, API, APO, AA, Regional Team Members **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 1		**Oct**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student approaches for Math in 3rd/4th was low (42%) **Root Cause**: Interventionists were primarily focused on Reading

Goal 1: Increase staff retention

Performance Objective 2: By February 2023, 75% of IDEA Spears Academy Staff will answer on the Great Places to Work Survey question "Everyone has an opportunity to get special recognition"

High Priority

Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details		Reviews			
Strategy 1: Core Value awards on a weekly basis to staff for living out core values		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase Staff Retention		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, API, APO, AA, Regional Team Members **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 1					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Student approaches for Math in 3rd/4th was low (42%) **Root Cause**: Interventionists were primarily focused on Reading

Goal 1: Increase staff retention

Performance Objective 3: On first week of every month, IDEA Spears Academy staff of the month will be recognized during weekly faculty meeting

    Evaluation Data Sources: Great Places to Work Survey

Strategy 1 Details			Reviews			
Strategy 1: Staff of the month certificate and publication on social media			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase Staff Retention			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, API, APO, AA, Regional Team Members **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 1						
0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue			

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Insufficient planning time for teachers. **Root Cause**: Daily planning periods not incorporated for all grade levels as part of the master schedule.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 80% of 2nd grade students will be reading on/above grade level by end of 22-23 school year.

    High Priority

    Evaluation Data Sources: Locus Dashboard - DI Online

Strategy 1 Details			Reviews		
Strategy 1: Weekly Lesson Rehearsals based on observation trends		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve teacher capacity to increase 2nd grade reading outcomes		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, API, DI Program Manager **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Processes & Programs 1					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Insufficient planning time for teachers. **Root Cause**: Daily planning periods not incorporated for all grade levels as part of the master schedule.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: Students in grades 3rd - 5th will attend a college visit by end of 22-23 school year.

    Evaluation Data Sources: GTLs, Teachers/CoTeachers

Strategy 1 Details		Reviews		
Strategy 1: Staff presentations of alma maters for teachers to make a connection with students regarding the importance of college		**Formative**		**Summative**

Strategy's Expected Result/Impact: Increase attendance and persistence
    Staff Responsible for Monitoring: Principal, AP!, GTLs
 	
    TEA Priorities:
Connect high school to career and college
    Problem Statements: Demographics 1
	Oct	**Jan**	**Mar**	**June**

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence was low (71.23%) **Root Cause**: Campus culture not clearly communicated during family onboarding

Goal 2: All IDEA students matriculate to college

Performance Objective 3: By the June 2023, 75% of students in grade 1st-5th earn Fitness Ambassador status by logging a minimum of 1,200 MVPA (Moderate to Vigorous Physical Activity) minutes

    Evaluation Data Sources: IHT Heart Rate Monitors, IHT PE Dashboard

Strategy 1 Details			Reviews		
Strategy 1: Each grade level HR in 1st - 5th will attend PE weekly to log MVPA (Moderate to Vigorous Physical Activity) minutes		Formative			Summative

Strategy's Expected Result/Impact: Students actively participate in moderate to vigorous physical activity weekly while at school.
     Staff Responsible for Monitoring: Principal, APIs, PE Coaches
 	
     Problem Statements: Demographics 1
		Oct	**Jan**	**Mar**	**June**

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

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence was low (71.23%) **Root Cause**: Campus culture not clearly communicated during family onboarding

Goal 3: IDEA achieves an A rating

Performance Objective 1: By June 2023, the percentage of students reading & doing math on/above grade level in grades 3-5 will increase by 5% as measured by STAAR and monitored by district wide universal screener RENSTAR

> **High Priority**

> **HB3 Goal**

> **Evaluation Data Sources:** Locus Dashboard - Accountability, 22-23 STAAR Accountability Reports, RENSTAR

Strategy 1 Details		Reviews		
Strategy 1: Use Locus dashboard and EdCite to track and respond to data		**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase meets percentages by 15%	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, API, GTLs. Teacher **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1 **Funding Sources:** Interventionist - Federal Grant - $60,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student approaches for Math in 3rd/4th was low (42%) **Root Cause**: Interventionists were primarily focused on Reading

Goal 3: IDEA achieves an A rating

Performance Objective 2: By June 2023, 50% of subpopulations will meet Academic Achievement targets in both Reading and Math in grades 3-5

    High Priority

    HB3 Goal

    Evaluation Data Sources: Locus Dashboard - Accountability, 22-23 STAAR Accountability Reports

Strategy 1 Details	Reviews			
Strategy 1: Use Locus dashboard and EdCite to track and respond to data	**Formative**			**Summative**
Strategy's Expected Result/Impact: 50% of subpops meet Domain 3 Achievement targets **Staff Responsible for Monitoring:** Principal, API, GTLs. Teacher **TEA Priorities:** Improve low-performing schools **Funding Sources:** Interventionist - Federal Grant - $60,000	**Oct**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 3: IDEA achieves an A rating

Performance Objective 3: By June 2023, 20% of Current SpEd students will achieve meets in Reading and 25% will achieve meets in Math.

    High Priority

    HB3 Goal

    Evaluation Data Sources: Locus Dashboard - Accountability, 22-23 STAAR Accountability Reports

Strategy 1 Details	Reviews			
Strategy 1: Use Locus dashboard and EdCite to track and respond to data	**Formative**			**Summative**
Strategy's Expected Result/Impact: 20% of Current SpEd students achieve meets in Reading and 25% achieve meets in Math	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, API, GTLs. Teacher, SpEd Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Interventionist - Federal Grant - $60,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Student approaches for Math in 3rd/4th was low (42%) **Root Cause**: Interventionists were primarily focused on Reading
Problem Statement 2: Student masters for Reading and Math combined was low (9%) **Root Cause**: Students were ability grouped at the beginning of semester 2

Goal 4: Increase student daily attendance

Performance Objective 1: By May 2023, 100% of grade levels K-5 will achieve an overall daily attendance percentage of 97.0%

    High Priority

    HB3 Goal

    Evaluation Data Sources: Powerschool, Power BI ADA

Strategy 1 Details			Reviews		
Strategy 1: Quarterly perfect attendance giveaways			**Formative**		**Summative**
Strategy's Expected Result/Impact: Increase ADA to 97% or above for each grade level		Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal, API, GTL, Teacher **TEA Priorities:** Improve low-performing schools **Problem Statements:** Student Learning 1					
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student approaches for Math in 3rd/4th was low (42%) **Root Cause**: Interventionists were primarily focused on Reading

Goal 4: Increase student daily attendance

Performance Objective 2: Average Daily Attendance celebrations will be held monthly at the campus level and weekly in the classrooms by teachers

High Priority

HB3 Goal

Evaluation Data Sources: Powerschool, Power BI ADA, ADA Matrix Report

Strategy 1 Details		Reviews			
Strategy 1: Perfect attendance certificates for the month awarded to students		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase weekly/monthly ADA		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, API, GTL, Teacher **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1					
0% No Progress	100% Accomplished	Continue/Modify	Discontinue		

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence was low (71.23%) **Root Cause**: Campus culture not clearly communicated during family onboarding
Student Learning
Problem Statement 1: Student approaches for Math in 3rd/4th was low (42%) **Root Cause**: Interventionists were primarily focused on Reading

Goal 5: Increase student persistence

Performance Objective 1: By August 2023, 90% of students in grades K - 5 will persist with IDEA Spears Academy

High Priority

HB3 Goal

Evaluation Data Sources: Locus Dashboard - Persistence

Strategy 1 Details	Reviews			
Strategy 1: Quarterly family engagement events	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students persistent from year to year	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, API, GTL, Teacher **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1				

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence was low (71.23%) **Root Cause**: Campus culture not clearly communicated during family onboarding
Student Learning
Problem Statement 1: Student approaches for Math in 3rd/4th was low (42%) **Root Cause**: Interventionists were primarily focused on Reading

Goal 5: Increase student persistence

Performance Objective 2: Persistence celebrations will be held weekly by grade levels and student will be recognized as students of the week

    High Priority

    HB3 Goal

    Evaluation Data Sources: ADA, EdCite

Strategy 1 Details	Reviews			
Strategy 1: Publish students of the week on social media pages to improve family connections and involvement	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students persist for year to year	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, API, GTL, Teacher **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1 - Student Learning 1				
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence was low (71.23%) **Root Cause**: Campus culture not clearly communicated during family onboarding
Student Learning
Problem Statement 1: Student approaches for Math in 3rd/4th was low (42%) **Root Cause**: Interventionists were primarily focused on Reading

Goal 5: Increase student persistence

Performance Objective 3: By May 2023, students at IDEA Spears Academy rate the student survey statement "I feel safe at school" a 4.5 or greater.

Evaluation Data Sources: End of Year Student and Parent Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers facilitate Move This World Curriculum at least 2 days a week as a SEL intervention.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students rate campus a 4.5 or greater as a place they feel safe at	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, APIs, Teachers, APO, Counselor **TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 1				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Overall student persistence was low (71.23%) **Root Cause**: Campus culture not clearly communicated during family onboarding

Title I Personnel

Name	Position	Program	FTE
Interventionist	Interventionist		1
Interventionist	Interventionist		1

Campus Funding Summary

			Federal Grant		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	Interventionist		$60,000.00
3	2	1	Interventionist		$60,000.00
3	3	1	Interventionist		$60,000.00
				Sub-Total	$180,000.00

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			Pending		
	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			Pending		
		Comprehensive Needs Assessment 2022 Math		Pending			Pending		
		Comprehensive Needs Assessment 2022 Science		Pending			Pending		
		Comprehensive Needs Assessment 2022 Humanities		Pending			Pending		
	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			Pending		
	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			Pending		
	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			Pending		
	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			Pending		

IDEA Spears Academy
2021-22 Student Achievement Improvement Plan
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%

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation	Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
1E	Supplement the District Math and ELA programs with additional aligned STAAR resources to: Increase math computation, and problem solving in Math. Increase reading comprehension and mastery of thinking jobs ELA	S	All	Reynaldo Flores, Renicka Brown Crystal Mason, Alex Gay	8/4/2022 - 5/25/23	Think Up, Mentoring Minds, Measuring Up, STAAR Masters, Sirius, IXL	Grades, TEKS Progress Trackers	2022-23 STAAR Benchmark Tests							
1I	Six Minute Solutions: A Reading Fluency Program (1st - 2nd)	D, O	All	Reynaldo Flores, Renicka Brown Crystal Mason, Alex Gay	8/4/2022 - 5/25/23	Six Minute Solutions: A Reading Fluency Program (Primary Level)	Progress Trackers, DI Online	DIBELS, DI Online Checkout, Mastery Tests, RENSTAR							
1J	Reduce group sizes for CSI students and increase number of minutes for closing reading gaps for students who are 2 or more years behind grade level in Reading as per Reading RENSTAR	S	All	Reynaldo Flores, Renicka Brown Crystal Mason, Alex Gay	8/4/2022 - 5/25/23	Disc allocation for 1 additional FTE	CSI Online	BOY, MOY, EOY RENSTAR results							
2A	Principal coffee with staff for feedback. Principal luncheons with grade levels. Monthly staff sporting event (volleyball, basketball, etc…)	O	All	Reynaldo Flores, Renicka Brown Crystal Mason, Alex Gay Natasha Freire, Paula Flores, APO	8/4/2022 - 5/25/23	Principal Personal Funds	Calendar invites, attendance sheets	GPTW Surveys; Teacher Retention metrics (Locus)							
2B/2C	Weekly / Monthly / Quarterly ADA incentives / celebrations / giveaways	O	All	Reynaldo Flores, Renicka Brown Crystal Mason, Alex Gay Natasha Freire, Paula Flores, APO	8/4/2022 - 5/25/23	Disc allocation for: $2500 per quarter	ADA campus tracker, Persistence campus tracker, Locus Dashboards, PowerBi	ADA & Persistence PTG data by Quarter							

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 Spears Academy

	Comprehensive Needs Assessment					
	ACADEMY					
Data Sources: Eureka Math & Electives Academy						
	DISTAR Pre-K on Grade Level	**Eureka Kinder on Grade Level**	**Eureka First on Grade Level**	**Eureka Second on Grade Level**	**% Math Masters Pk-2**	**Pk-2 MM Goal Met/Not Met**
% Students	n/a	AA 76 (92/78/58)	AA 45 (73/42/21)	AA 29 (49/25/13)	**11%**	Not 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	43%	40%	NA	4%	Not Met	
% Meets	15%	13%	NA			
% Masters	5%	4%	NA			
% Student Achievement Average	21	19	NA			
% Meet 2 year growth						
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)	NA					
% of CSI Passing STAAR	NA					
% of SPED Passing STAAR	3rd - 25% 4th - 17%					

Reflections	
Areas of Strength	**Areas of Need**
Redistributed staff to provide additional support to close learning gaps for our lowest performing cohorts	Lesson planning cycle management and lesson delivery rehearsals
Small group pullouts for based on performance gaps by Math leaders	Student subpop tracking by teachers and leaders as well as % of masters as well as Student level tracking with feedback after each assessment
4th Grade Growth - 71% of students maintained or met growth goals	Differntiated instruction and/or modified supports for both SpEd and ELL students

IDEA Spears 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	**NA**	**76%**	**44%**	**59%**	5%	78%
					RR Goal Met/Not Met	**WM Goal Met/Not Met**
					Not Met	Met

Data Source: STAAR				
	STAAR Reading Grade 3	**STAAR Reading Grade 4**	**STAAR Writing Grade 3**	**STAAR Writing Grade 4**
% Approaches	58%	63%	NA	NA
% Meets	31%	36%	NA	NA
% Masters	13%	12%	NA	NA
SAS	?	?	NA	NA
% Student Achievement Average	34	37	NA	NA

Data Source: CSI	
% Meeting CSI Goal	**Reading AC CSI**
% CSI (EOY Ren.)	32%
% of CSI Passing STAAR	11%
% of SPED Passing STAAR	3rd - 25% 4th - 25%

Reflections	
Areas of Strength	**Areas of Need**
Redistributed staff to provide additional support to close learning gaps for our lowest performing cohorts	Lesson planning cycle management and lesson delivery rehearsals
Small group pullouts for based on performance gaps by ELA leaders	Student subpop tracking by teachers and leaders as well as % of masters as well as Student level tracking with feedback after each assessment
4th Grade Growth - 75% of students maintained or met growth goals	Differntiated instruction and/or modified supports for both SpEd and ELL students

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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	NA	NA	NA	NA	NA
Data Source: Science 3-5						
	STAAR Science Grade 5					
% Approaches	NA	Science was not implemented in the region for K-4 during the 2021-22 school year				
% Meets	NA					
% Masters	NA					
% Student Achievement Average	NA					

Reflections	
Areas of Strength	**Areas of Need**
1	Science implementation for entire campus from K-5
2	
3	

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	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
Comprehensive Needs Assessment **ACADEMY**							
Data Sources: Humanities Pk-2							
% Students	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**

Reflections	
Areas of Strength	**Areas of Need**
	Social Studies implementation for entire campus from K-5

Social Studies was not implemented in the region for K-4 during the 2021-22 school year

IDEA Spears 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%	10%	17%	13%	
% Intermediate	20%	52%	36%	27%	
% Advanced	35%	26%	24%	26%	50%
% Advanced High	39%	12%	23%	34%	

Reflections	
Areas of Strength	**Areas of Need**
All K-2 students reading in groups aligned to current reading levels	ELL supports in every content area to support with language acquisition (Bilingual dictionaries, word cognates walls, etc...)
100% of instruction presented in English to support English language acquisition	Additional opportunities to build writing skills across content areas.
50% of students grew 1 composite level	53% of students are reading at intermediate level or below

IDEA Spears Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	68%
% Teacher Retention	83.33%
% Campus Support Retention	50%
% SPED Teachers	50%
% State/National Certified Teachers	2
% State Certified Leaders	0
% State/Board certified Counselors	0
Number of teacher applicants per 2020-21 school year	60

Reflection	
Areas of Strength	**Areas of Need**
Planned and executed Teacher Appreciation Events	Plan purposeful staff celebrations to make staff feel appreciated on a weekly basis
12% increase in Teacher retention and 20% increase in leader retention from previous year	Dedicate a PD on a monthly basis for staff to partake in an campus wide activity to promote health, connection, and comraderie
Weekly / Bi-weekly recognition of campus staff	Consistency in coaching and weekly touchpoints from campus leadership

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Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	91.02%
% Overall Persistence	84.26%
% New Student Persistence	82.34%
# of Admin Withdrawals/ Level 3 Offenses	7 Admin 2 Level 3
% SPED	8%
% ELL	31%
% Eco Dis	79.18%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0.16%
% Asian	0.33%
% White-Hispanic	49.02%
% Multi	0%
% Black-African-American	49.02%
% Native-Hawaiian-Pacific-Islander	0.33%
% White	1.15%
% Male	52.95%
% Female	47.05%

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	**Areas of Need**
3rd-5th grade consistently used positive behavior system software (kickboard)	All grade levels use campus wide positive behavior system software (Kickboard)
ADA and persistence rewards for students weekly	Managment of ADA matrix - incorporate GTLs into the call matrix and hold them accoutable for driving ADA & persistence at the grade level

	Data tracking and planners used consistently across grades 2-5

IDEA Spears Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	382/382 (100%) attended 2022-23 WTI
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	90% or more of Kinder families attended Kinder Graduation
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	NA
% Families who attended Spring Festival	NA

Reflection	
Areas of Strength	**Areas of Need**
Weekly campus newsletter to families	Consistent parent touch points on a weekly basis with tracking by grade level
Campus virtual Town Halls by grade levels	Consistent use of positive behavior rewards system to manage and support behavior (Kickboard)
Utilizing communication systems to cascade information (Remind, Facebook, etc...)	Iincrease family connection events to at least 1 per quarter.