

IDEA Public Schools

Sports Park Academy

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: October 21, 2022
Public Presentation Date: September 15, 2022

Mission Statement

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

Campus: IDEA Sports Park Academy believes that each and every child can go to college. Currently, IDEA Sports Park Academy serves 130 scholars and IDEA Public Schools serves nearly 53,000 college-bound students in 96 schools across Texas and Louisiana. IDEA Sports Park Academy and College Prep remain on-track to uphold our legacy of sending 100% of our graduates to college which will impact the Lower RGV as graduates are better prepared to serve their community as educated, well rounded citizens.

Vision

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

Campus: IDEA Sports Park Academy prepares our community's next generation of aspiring adults that will strive to maintain good physical and mental health. In our school we focus on developing the whole scholar through challenging academics, purposeful Social-Emotional instruction, and daily athletic development. Staff at IDEA Sports Park Academy model how to be caring, respectful, and inclusive in order to prepare all of our scholars to be ready to contribute and give back to communities in which they were raised and across the globe as leaders and upright citizens that create positive, lasting change for others.

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**

Campus Pillars

- Growth
- Team
- Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Sports Park Academy is a public charter school that launched in Fall of 2020 with K-2 grades. Currently, IDEA Sports Park Academy has grades K-4 and has an enrollment of 475 students. We are located on the north side of Brownsville, TX near the town of Olmito.

The student population at IDEA Sports Park Academy is approximately 479 students. (Insert the demographics information)

The students of IDEA Sports Park Academy are recipients of a well-balanced curriculum. Students are offered courses in Reading, ELA, Math, Science, Humanities and more. Students are provided with daily social emotional programs and athletics as well. Students are offered opportunities to participate in after school programs like sports, homework help, art, and more. The instructional program includes subjects at various levels such as special education, accelerated reader, and more. Students are provided tutorial and remediation opportunities as well that are targeted towards their academic needs. All students are required to meet the passing standard of the State of Texas Assessment of Academic Readiness (STAAR).

The current staff at IDEA Sports Park Academy is comprised of 48 teachers/co-teachers and seven administrative staff.

IDEA Sports Park Academy has three initiative priorities for this school year:

1. Developing a love and culture for reading and writing
2. Ensuring that students are in their seats every day
3. Building systems of proactive instructional readiness

See more information in addendum

Demographics Strengths

Three out of four distinctions earned-

Top 25% Closing Performance Gaps

Post Secondary Readiness

Academic Achievement in Reading

See more information in addendum

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase overall student persistence as the campus hit 84.9% in 21-22. **Root Cause:** Our campus does not have all grade levels the family is looking for and has siblings in other schools. We also do not offer door to door transportation.

Problem Statement 2 (Prioritized): There is a need to increase average daily attendance, especially in kinder and first grade. **Root Cause:** Student attendance and escalation policies have been lenient throughout CoVID.

Problem Statement 3: There is a need to increase parent communication and parent involvement in our school. **Root Cause:** Our events/meetings sometimes do not align with parent work schedules. We also do not always communicate through multiple modes of communication for all meetings and events.

Problem Statement 4 (Prioritized): There is a need to retain a higher percentage of staff after finishing at 79% retention in 21-22. Mid year staff losses impacted grade levels in academics and persistence. **Root Cause:** Staff left for multiple reasons, from familial to campus level support.

Student Learning

Student Learning Summary

In 21-22, our campus only had third grade and thus was not eligible for any growth measures. In student achievement, we scored an 80 as defined by STAAR performance in reading and math for our third graders. Our campus had an economically disadvantaged percentage of 91% last school year and when placing in the TEA scaling tool, school progress came out to an 89. In the Closing the Gaps domain, we missed the EL target for Math under the Academic Achievement and came out with an 89 metric for Closing the Gaps.

We had no differing scores from the previous year due to being in our first year of accountability. Reading outperformed math, largely due to having 11% more masters students. SpED students performed stronger in Reading as well. Economically disadvantaged students approached and met more frequently in math but mastered more in Reading.

Kinder-2nd grade Reading and Math classrooms achieved their 60 student achievement score target except for 2nd grade Reading. 2nd grade reading did not meet their target, but did improve from the beginning of the year.

ISPKA achieved three out of four distinctions. Distinctions earned were for Reading, Post Secondary Readiness, and Closing the Gaps. We did not hit the distinction in mathematics.

Local benchmark assessments from the district had students performing much lower at the December and March benchmarks. Internal exams on a weekly basis have students performing higher, likely due to the fact that they are taking skills based, smaller assessments.

For more information, see addendum.

Student Learning Strengths

See addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to dedicate more time to proactive lesson preparation. **Root Cause:** We did not invest in developing the root system and follow through on expectations for lesson plan feedback and lesson rehearsals.

Problem Statement 2 (Prioritized): There is a need to support EL/EB students in math (and other grades) because 38% of EL/EB students met grade level standard or above, missing the target of 40%. **Root Cause:** Teachers did not implement strategic enough EL/EB instructional strategies to support learners in meeting or mastering grade level skills

Problem Statement 3: There is a need to develop more writing opportunities with teacher feedback in all grade levels. **Root Cause:** In the lower elementary students do not have specific writing blocks, and therefore instruction is embedded within lessons.

Problem Statement 4 (Prioritized): There is a need to introduce students to STAAR based instruction earlier in the school year. **Root Cause:** Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier.

Problem Statement 5 (Prioritized): There is a need to develop instructional teaching techniques that give students opportunities to practice digitally in alignment with STAAR. **Root Cause:** Students have not tested online on the STAAR before and we have not been required to test like this.

Problem Statement 6: There is a need to continue developing teacher skills for supporting SpED students through adequate accommodations in the classroom. **Root Cause:** We have approximately 32 students that qualify for special education on campus and more in RTI. With such a big cohort, teachers will need to carefully plan around how best to support

these students.

School Processes & Programs

School Processes & Programs Summary

Instructional leaders participate in numerous developmental opportunities. Leaders have weekly instructional rounds focused on their development of in field observations. Leaders are also observed in the field bi-weekly during check ins, observations, and content meetings. Leaders have bi-weekly check ins to dive into and problem solve around data.

During joint rounds and culture rounds we identify campus wide or specific trends. On Tuesday during PD or during content meetings, teams receive training and support from coaches and managers. We also discuss potential professional development during instructional tactical meetings.

We provide feedback on lesson plans weekly. We meet with content teams to practice lessons and grow the craft of their teaching. We also provide content meetings where team members discuss data and vertically align. We are building an expert class of teachers that can be observed by other staff members as well.

Our instructional programs are curated through our Headquarters offices and are implemented on campus. We supplement each of those programs in 3-4 grades with STAAR based materials as well. Our SEL program is Caring School Community and is recognized as one of the top programs available. We have athletics and after school programs available to enrich the learning of our students. This also includes supplemental tutorials for students at risk of not hitting growth goals.

For more information, see addendum.

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 rating 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): There is a need to support below grade level readers in Direct Instruction programs in K-2. **Root Cause:** Instructional programs were changed prior to last year and required teachers to learn new strategies for implementation that they struggled with at times.

Problem Statement 2 (Prioritized): There is a need to implement aligned STAAR resources and lessons earlier in the school year. **Root Cause:** We adhered tightly to the district curriculums and only began this instruction in March when the STAAR success unit began.

Problem Statement 3 (Prioritized): There is a need to increase opportunities that teachers have to receive feedback on their planning and delivery prior to the lesson. **Root Cause:** We spent a lot of time last year meeting around content vertical alignment and not lesson practice.

Perceptions

Perceptions Summary

IDEA Sports Park Academy is driven by staff and family feedback. We have multiple mechanisms in place to be able to collect that feedback. We encourage and look forward to continuous parent involvement in both the academic and school wide settings. We host numerous parent engagement events throughout the year to be able to engage with our families and students. Staff are provided opportunities to get to know each other through team building opportunities, school wide committees, and out of school social opportunities. Over the last two years, staff have agreed at a higher than 90% rate that we are a great place to work. Parent survey ratings are above district average as well.

Parents, staff, and students live by our three campus pillars of growth, team, and excellence.

Perceptions Strengths

See addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to maximize cross collaboration of peers in similar and different subjects to support teacher development. **Root Cause:** We focused our development on being leader directed versus peer supported.

Problem Statement 2: There is a need to provide more opportunities for staff to build working relationships outside of their grade levels. **Root Cause:** We focus planning and PD time primarily on instructional focuses versus bonding and relationship building time.

Problem Statement 3: There is a need to further increase supports for staff to reduce stress through physical structures and spaces on campus. **Root Cause:** Our spaces are fully designed to support student needs and we maximize all of those spaces for that purpose.

Problem Statement 4: There is a need to increase parent communication between teachers and grade levels. **Root Cause:** There was a limited system in place to ensure that parents were reaching out and communicating with parents.

Problem Statement 5: There is a need to increase communication about After School programs and extracurriculars. **Root Cause:** ASP personnel do not use multiple modes of communication for programs.

Problem Statement 6 (Prioritized): There is a need to increase tracking measures of parent communication and other student measures like uniform and behavior success. **Root Cause:** We did not have a consistent system in place to track this documentation.

Problem Statement 7 (Prioritized): There is a need to enhance our campus crisis and safety protocols to ensure that response to crisis plans are thorough, known, and practiced. **Root Cause:** Safety drills were in place, but formal CCT meetings were not set.

Priority Problem Statements

Problem Statement 1: There is a need to increase average daily attendance, especially in kinder and first grade.

Root Cause 1: Student attendance and escalation policies have been lenient throughout CoVID.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase overall student persistence as the campus hit 84.9% in 21-22.

Root Cause 2: Our campus does not have all grade levels the family is looking for and has siblings in other schools. We also do not offer door to door transportation.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need to retain a higher percentage of staff after finishing at 79% retention in 21-22. Mid year staff losses impacted grade levels in academics and persistence.

Root Cause 3: Staff left for multiple reasons, from familial to campus level support.

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a need to dedicate more time to proactive lesson preparation.

Root Cause 4: We did not invest in developing the root system and follow through on expectations for lesson plan feedback and lesson rehearsals.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to introduce students to STAAR based instruction earlier in the school year.

Root Cause 5: Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a need to develop instructional teaching techniques that give students opportunities to practice digitally in alignment with STAAR.

Root Cause 6: Students have not tested online on the STAAR before and we have not been required to test like this.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to support EL/EB students in math (and other grades) because 38% of EL/EB students met grade level standard or above, missing the target of 40%.

Root Cause 7: Teachers did not implement strategic enough EL/EB instructional strategies to support learners in meeting or mastering grade level skills

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need to implement aligned STAAR resources and lessons earlier in the school year.

Root Cause 8: We adhered tightly to the district curriculums and only began this instruction in March when the STAAR success unit began.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a need to increase opportunities that teachers have to receive feedback on their planning and delivery prior to the lesson.

Root Cause 9: We spent a lot of time last year meeting around content vertical alignment and not lesson practice.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need to support below grade level readers in Direct Instruction programs in K-2.

Root Cause 10: Instructional programs were changed prior to last year and required teachers to learn new strategies for implementation that they struggled with at times.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: There is a need to increase tracking measures of parent communication and other student measures like uniform and behavior success.

Root Cause 11: We did not have a consistent system in place to track this documentation.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a need to enhance our campus crisis and safety protocols to ensure that response to crisis plans are thorough, known, and practiced.

Root Cause 12: Safety drills were in place, but formal CCT meetings were not set.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: There is a need to maximize cross collaboration of peers in similar and different subjects to support teacher development.

Root Cause 13: We focused our development on being leader directed versus peer supported.

Problem Statement 13 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals








Goal 1: IDEA Sports Park Academy achieves 85% Staff Retention

Performance Objective 1: By the end of the first semester of the 22-23 school year, 100% of new staff members will be retained

High Priority

Evaluation Data Sources: Teacher Retention Log, Monthly Survey Data, Pulse Check Survey Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Every other Tuesday, staff will receive professional development aligned to current instructional needs on campus.</p> <p>Strategy's Expected Result/Impact: Aligning PD to staff needs will ensure staff are equipped with the tools necessary to successfully navigate the classroom.</p> <p>Staff Responsible for Monitoring: APIs, Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: For any openings for the 22-23 school year, we will actively recruit high quality staff through social media sourcing and digital connections.</p> <p>Strategy's Expected Result/Impact: Social engineering will lead to faster and stronger leads that are more likely to be retained due to personal connections with campus personnel.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Demographics 4</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: There is a need to retain a higher percentage of staff after finishing at 79% retention in 21-22. Mid year staff losses impacted grade levels in academics and persistence. **Root Cause:** Staff left for multiple reasons, from familial to campus level support.







Goal 1: IDEA Sports Park Academy achieves 85% Staff Retention

Performance Objective 2: By the end of the school year, retain 100% of academy campus leaders.

High Priority

Evaluation Data Sources: Campus Retention Log, Monthly Survey Data, Pulse Check Survey Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: During bi-weekly check ins, leaders will be provided with two way feedback opportunities.</p> <p>Strategy's Expected Result/Impact: Leaders will be encouraged to provide critical feedback around their needs in order to better support them.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				







Goal 2: IDEA Sports Park Academy meets or exceeds enrollment target, as set by the IPS Board of Directors, by the homeroom period on the 11th day of school of the 2023-2024 school year

Performance Objective 1: By lottery, IDEA Sports Park will have fulfilled 100% of the application requirements per grade level to be considered lottery ready.

High Priority

Evaluation Data Sources: Recruitment Plan, Daily Application PTG tracker

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Plan and execute a monthly recruitment plan, especially targeting holiday specific events. Strategy's Expected Result/Impact: Creating a thought out plan for recruitment will ensure that team members are placed in situations where they will have the opportunity to talk to the most potential families. Staff Responsible for Monitoring: Enrollment Coordinator	Formative			Summative
	Oct	Jan	Mar	June
	 30%	 55%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				








Goal 2: IDEA Sports Park Academy meets or exceeds enrollment target, as set by the IPS Board of Directors, by the homeroom period on the 11th day of school of the 2023-2024 school year

Performance Objective 2: By June 1, 2022, IDEA Sports Park will have 100% of kinder open seats accepted.

High Priority

Evaluation Data Sources: Recruitment Plan, Daily Acceptance PTG tracker

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: IDEA Sports Park staff will execute at minimum two staff super recruitment days.</p> <p>Strategy's Expected Result/Impact: These days are designed to in take a large number of families and students in one day.</p> <p>Staff Responsible for Monitoring: Enrollment Coordinator</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: IDEA Sports Park Academy achieves an A rating.


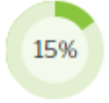




Performance Objective 1: Students in third and fourth grade STAAR Reading and Math will increase masters scores by 6% points from 24% to 30%.

High Priority

HB3 Goal

Evaluation Data Sources: District benchmark assessments, Bi-Weekly local assessments, Quarterly progress measures, Daily exit tickets, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 40% of third and fourth grade students will achieve Royal Reader status.</p> <p>Strategy's Expected Result/Impact: Students in third and fourth grade that reach royal reader status are highly likely to score a masters on their STAAR exam.</p> <p>Staff Responsible for Monitoring: AR facilitator</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: AR Facilitator - Federal Grant</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: There is a need to maximize cross collaboration of peers in similar and different subjects to support teacher development. Root Cause: We focused our development on being leader directed versus peer supported.</p>

Goal 3: IDEA Sports Park Academy achieves an A rating.








Performance Objective 2: EL/EB students will exceed Domain 3 target scores by 3 points in all STAAR tested subjects.

High Priority

HB3 Goal

Evaluation Data Sources: TELPAS, District benchmark assessments, Bi-Weekly local assessments, Quarterly progress measures, Daily exit tickets, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: After exams that students take, we will calculate the percentage of EL/EB students that meet the masters or meets level.</p> <p>Strategy's Expected Result/Impact: The intended impact in doing this is that we are able to identify opportunities in data that will lead us to more strategic support for EL/EB students.</p> <p>Staff Responsible for Monitoring: EL point person, teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: There is a need to support EL/EB students in math (and other grades) because 38% of EL/EB students met grade level standard or above, missing the target of 40%. Root Cause: Teachers did not implement strategic enough EL/EB instructional strategies to support learners in meeting or mastering grade level skills</p>

Goal 3: IDEA Sports Park Academy achieves an A rating.









Performance Objective 3: 90% of students will meet or exceed progress for assigned growth goal on fourth grade STAAR assessments.

High Priority

HB3 Goal

Evaluation Data Sources: District benchmark assessments, Bi-Weekly local assessments, Quarterly progress measures, Daily exit tickets, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: For any student that scored below approaches in 2021, we will track progress on local and district assessments to measure acceleration of growth into approach, meets, and masters.</p> <p>Strategy's Expected Result/Impact: Honing in on this population will allow us to strategically target this critical group during tutorials and in class interventions, ensuring they are able to achieve academic acceleration.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide specific, targeted decoding interventions to all students who are two or more years below grade level in third and fourth grades.</p> <p>Strategy's Expected Result/Impact: This accelerated learning plan should lead to a higher number of students moving from below approaches to approaches and above.</p> <p>Staff Responsible for Monitoring: CSI teacher, CSI campus manager</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Interventionist - Federal Grant</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 2: There is a need to support EL/EB students in math (and other grades) because 38% of EL/EB students met grade level standard or above, missing the target of 40%. **Root Cause:** Teachers did not implement strategic enough EL/EB instructional strategies to support learners in meeting or mastering grade level skills

Problem Statement 4: There is a need to introduce students to STAAR based instruction earlier in the school year. **Root Cause:** Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier.







Goal 3: IDEA Sports Park Academy achieves an A rating.

Performance Objective 4: Students in SpED will achieve a combined SAS in Reading and Math of a 23 or greater by the end of the year.

High Priority

Evaluation Data Sources: District benchmark assessments, Bi-Weekly local assessments, Quarterly progress measures, Daily exit tickets, STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Track accommodations and supports for special pops and observe classrooms, targeting the identification of success or lack thereof for any of those supports.</p> <p>Strategy's Expected Result/Impact: Coaching teachers around successfully implementing these supports will ensure that students receive the IEP accommodations aligned to success we expect to see on yearly exams.</p> <p>Staff Responsible for Monitoring: SpED teacher, API</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 50%		
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:







Student Learning
<p>Problem Statement 4: There is a need to introduce students to STAAR based instruction earlier in the school year. Root Cause: Our programs have some TEKS alignment but are more aligned with common core. We need to supplement that instruction earlier.</p>
School Processes & Programs
<p>Problem Statement 3: There is a need to increase opportunities that teachers have to receive feedback on their planning and delivery prior to the lesson. Root Cause: We spent a lot of time last year meeting around content vertical alignment and not lesson practice.</p>

Goal 4: IDEA Sports Park Academy achieves 97% average daily attendance.

Performance Objective 1: By the end of quarter one, IDEA Sports Park will have higher than 97% average daily attendance.

High Priority

Evaluation Data Sources: Daily ADA tracker, District ADA tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: We will execute the ADA escalation matrix with fidelity.</p> <p>Strategy's Expected Result/Impact: Through the use of the matrix, we will work to reset parent and adult culture around ADA</p> <p>Staff Responsible for Monitoring: SIS</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
	 30%	 60%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need to increase average daily attendance, especially in kinder and first grade. Root Cause: Student attendance and escalation policies have been lenient throughout CoVID.</p>







Goal 4: IDEA Sports Park Academy achieves 97% average daily attendance.

Performance Objective 2: By the end of the year, Kinder will achieve at minimum 95% ADA.

High Priority

Evaluation Data Sources: Daily ADA tracker, District ADA tracker

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly daily attendance challenges will be issued and celebrated with students.</p> <p>Strategy's Expected Result/Impact: Motivating students to come to school through positive reinforcements will potentially lead to increased attendance</p> <p>Staff Responsible for Monitoring: SIS and APO</p> <p>Title I: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				







Goal 4: IDEA Sports Park Academy achieves 97% average daily attendance.

Performance Objective 3: Second, Third, and Fourth grades will exceed 97.25% by the end of the year.

High Priority

Evaluation Data Sources: Daily ADA tracker, District ADA tracker

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus leaders will support by making daily attendance calls for their assigned grade levels.</p> <p>Strategy's Expected Result/Impact: Parents will have a personal connection with leadership on campus and understand the importance of bringing their child to school.</p> <p>Staff Responsible for Monitoring: SIS</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				








Goal 4: IDEA Sports Park Academy achieves 97% average daily attendance.

Performance Objective 4: 100% of students exhibiting consistent behaviors that align with Level 1 infractions or greater are placed in behavioral RTI to develop supports that prevent suspensions or removal from the academic setting.

High Priority

Evaluation Data Sources: Deans List, RTI platform

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Behavior infractions and discipline measures will be tracked via Dean's List.</p> <p>Strategy's Expected Result/Impact: Tracking via Dean's List will allow us to target support and ensure we prioritize the right students.</p> <p>Staff Responsible for Monitoring: SSA</p> <p>Title I: 2.6</p> <p>Problem Statements: Perceptions 6</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 6: There is a need to increase tracking measures of parent communication and other student measures like uniform and behavior success. Root Cause: We did not have a consistent system in place to track this documentation.</p>

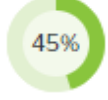

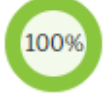




Goal 5: IDEA Sports Park Academy achieves 90% student persistence.

Performance Objective 1: IDEA Sports Park Academy will achieve greater than 90% new student persistence by the end of the year.

High Priority

Evaluation Data Sources: Leaver Log, Family Survey Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Families will receive a family weekly newsletter, their grade level newsletter, and other frequent communication via Dean's List.</p> <p>Strategy's Expected Result/Impact: Families who feel informed are more likely to participate and be involved in the academic setting.</p> <p>Staff Responsible for Monitoring: SSA</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Demographics 1, 2 - Perceptions 6, 7</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to increase overall student persistence as the campus hit 84.9% in 21-22. Root Cause: Our campus does not have all grade levels the family is looking for and has siblings in other schools. We also do not offer door to door transportation.</p>
<p>Problem Statement 2: There is a need to increase average daily attendance, especially in kinder and first grade. Root Cause: Student attendance and escalation policies have been lenient throughout CoVID.</p>
Perceptions
<p>Problem Statement 6: There is a need to increase tracking measures of parent communication and other student measures like uniform and behavior success. Root Cause: We did not have a consistent system in place to track this documentation.</p>
<p>Problem Statement 7: There is a need to enhance our campus crisis and safety protocols to ensure that response to crisis plans are thorough, known, and practiced. Root Cause: Safety drills were in place, but formal CCT meetings were not set.</p>






Goal 5: IDEA Sports Park Academy achieves 90% student persistence.

Performance Objective 2: By the end of the first semester, IDEA Sports Park will have greater than 97% overall student persistence.

High Priority

Evaluation Data Sources: Leaver Log, Family Survey Data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: We will invest families in classroom and school culture and safety through curriculum nights and report card pick up nights. We will coach and monitor implementation of the SEL program during rounds bi-weekly.</p> <p>Strategy's Expected Result/Impact: In having parents attend these events, they will gain a greater understanding of expectations for their students and ways for them to be able to support them. Providing SEL instruction for students will proactively build positive classroom environments.</p> <p>Staff Responsible for Monitoring: Student Success Advisor and Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1 - Perceptions 6</p>	Formative			Summative
	Oct	Jan	Mar	June
	 65%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to increase overall student persistence as the campus hit 84.9% in 21-22. Root Cause: Our campus does not have all grade levels the family is looking for and has siblings in other schools. We also do not offer door to door transportation.</p>
Perceptions
<p>Problem Statement 6: There is a need to increase tracking measures of parent communication and other student measures like uniform and behavior success. Root Cause: We did not have a consistent system in place to track this documentation.</p>






Goal 5: IDEA Sports Park Academy achieves 90% student persistence.

Performance Objective 3: 100% of students achieve Fitness Ambassador by the end of the school year.

High Priority

Evaluation Data Sources: IHT data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 2-4th grade students will track heart rate and progress towards goals daily during athletics.</p> <p>Strategy's Expected Result/Impact: Motivating students to outperform fitness goals will lead to healthier student populations.</p> <p>Staff Responsible for Monitoring: PE Coach and Co-Teacher</p> <p>Title I: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	AR ZONE FACILITATOR		1
	INTERVENTIONIST		1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	AR Facilitator		\$0.00
3	3	2	Interventionist		\$0.00
Sub-Total					\$0.00

Addendums