

IDEA Public Schools

Weslaco Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Mathematics
Academic Achievement in Science



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

IDEA Weslaco sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. Personalized learning, critical thinking skills, mastery of core subjects is our recipe for success.

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

IDEA Weslaco is an open enrollment charter school founded in 2011. Currently, we proudly serve over 1,400 students in grades K-12. IDEA Weslaco sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. This school serves 90.69% Economically Disadvantaged students and our ethnic breakdown consists of 94.77% White-Hispanic, 3.85% White, .77% Black African, and 0.62% Asian. Our population is made of 51.38% Male and 48.62% Female.

IDEA Weslaco implements RULER, a systemic approach to SEL developed at the Center for Emotional Intelligence. RULER aims to infuse the principles of emotional intelligence into the immune system of schools (preK-12), informing how leaders lead, teachers teach, and students learn. Students in Pre-K through 2nd grade are at a crucial developmental milestone to begin social emotional skill development for early elementary students with Move This World. With their big imaginations, young students take naturally to our unique interactive videos. By inviting them to play, Move This World seamlessly introduces SEL Concepts into their daily routine. Students in late elementary grades are hitting their social stride and how they develop those skills can influence their academic success. They are still naturally inclined to play, but they're also beginning to think about how other people perceive them. As students develop more meaningful relationships, they are curious to know what others think. Our social emotional skill development for late elementary school program helps students explore their place in the world with interactive videos made just for them.

IDEA Weslaco Academy has been recognized as a "Great Place to Work" and received national rankings on The Washington Post and U.S. News & World Report's Top Elementary, Middle, High Schools lists. We remain on-track to uphold our legacy of sending 100% of its graduates to college.

See PDF in Addendum for more information.

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to increase overall persistence. **Root Cause:** 1. Students don't feel like they understand each other. 2. There is a lack of opportunities to build a sense of community.

Problem Statement 2 (Prioritized): There is a need to increase new student persistence. **Root Cause:** 1. Lack of continuous engagement, consistent communication on expectations and clarity on campus academic support. 2. Poor connections between new to IDEA students and teachers as well as their assigned buddy.

Student Learning

Student Learning Summary

IDEA Academy Weslaco earned an A for exemplary performance. We provided our students with a high quality education and set the bar high for academic achievement with an emphasis on academic growth in Math and Reading. We also earned distinction designations in Mathematics and Science for exceptional achievement. In our TELPAS assessment we exceeded the target by 17 points and showed amazing results in Academic Growth by meeting 100% of all indicators including our Economically Disadvantaged, Hispanic and EB student populations. With our Special Education population we surpassed the target by 3 points in Student Achievement Domain. 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): Students in 4th ELA did not get enough at bats or reteach opportunities to show mastery is specific TEKS under Reporting Category 3, Understanding/Analysis of Informational Texts. **Root Cause:** Teacher gap in planning and executing data driven reteach plans after each assessment and spiral priority TEKS under Reporting Category 3, Understanding/Analysis of Informational Texts.

Problem Statement 2 (Prioritized): Students in 3rd-5th for Math lacked fluency in basic addition, subtraction, multiplication and division. **Root Cause:** Teachers did not add more time into their day to build fluency and lacked adequate supplemental resources to use in class, for homework or extra practice.

Problem Statement 3: Students in ELA lacked opportunities to master the content due to lack of differentiated instruction. **Root Cause:** Teachers did not have the resources or training aligned to curriculum and/or STAAR.

Problem Statement 4: Lack of planning and execution around lowest performing Math TEKS to move students from Approaches to Meets. **Root Cause:** Big focus was on closing gaps for critical group to hit the approaches band and/or hit their growth goal.

School Processes & Programs

School Processes & Programs Summary

At IDEA Weslaco we have strong operating mechanisms to ensure we are developing our leaders and staff to deliver high quality first instruction and be responsive to student data. Leaders are our in the field first thing Monday morning following up on teacher's coaching action step. On Monday afternoons we are also in the field collecting data on our culture components and providing teachers with feedback. Professional Development Sessions are held every Monday. Tuesdays we dig into data during our Reading Mastery Data call for K-2, Lead Team Tactical meeting and then once more during our STAAR Domain 3 Data Meeting. Wednesday we have two hours for instructional rounds where leaders sharpen their skills in our coaching cycle, morning on our teacher evaluation GET rubric and/or a problem of practice with our special population groups. On Wednesdays all teachers submit lesson plans for the following week and leaders to provide feedback. Teachers re-submit lesson plans after implementing feedback by Friday. Thursdays we meet to discuss academic and lead team coaching topics/trends to target during our professional development or instructional rounds. Monday-Friday Assistant Principals lead lesson rehearsals to ensure teachers get feedback before delivering their lessons in front of students. 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.

- 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): Participation in campus events hovers around 50%. **Root Cause:** Lack of parent input in planning and low parental volunteers due to not having a PTO

Problem Statement 2 (Prioritized): Lack of opportunities and low attendance for academic related events. **Root Cause:** Events were limited and advertised mostly via Remind and Facebook.

Perceptions

Perceptions Summary

Parent Surveys and feedback occur at the beginning of the school year, fall and spring. The Beginning of the year survey is based on parent experience the first week of school around communication, organization and overall experience. Through out the year teachers track their communication with parents on our campus log to ensure we are connecting with parents and answering questions related to academics, behavior or attendance. IDEA Weslaco hosts two campus wide events per semester. Students are celebrated weekly, monthly and quarterly for their academic achievement, behavior and meeting goals in Blended Learning spaces.

Students are taught how to resolve conflict and self reflect though our behavior plan which consists of think sheets, escalation matrix, restorative practices and SEL lessons.

Teacher retention is at 93% and we received a Gold status on our Great Places to Work Survey.

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): Last year we experienced a high volume of students in K-2 lacking social skills and engaging in physical aggression and horseplay, in 3rd-5th we noticed patterns of verbal aggression and inappropriate language. **Root Cause:** Cooling off techniques, rewards and restorative practices were not decreasing cases due to students needing several opportunities for 1:1 technique instruction and/or small group SEL by more than one adult. (SSA)

Problem Statement 2 (Prioritized): Our current SEL program did not provide teachers with training needed to target the behavior gaps. **Root Cause:** Teachers lacked training to build social emotional skills beyond what was part of Move this World.

Priority Problem Statements

Problem Statement 1: There is a need to increase overall persistence.

Root Cause 1: 1. Students don't feel like they understand each other. 2. There is a lack of opportunities to build a sense of community.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase new student persistence.

Root Cause 2: 1. Lack of continuous engagement, consistent communication on expectations and clarity on campus academic support. 2. Poor connections between new to IDEA students and teachers as well as their assigned buddy.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students in 4th ELA did not get enough at bats or reteach opportunities to show mastery is specific TEKS under Reporting Category 3, Understanding/Analysis of Informational Texts.

Root Cause 3: Teacher gap in planning and executing data driven reteach plans after each assessment and spiral priority TEKS under Reporting Category 3, Understanding/Analysis of Informational Texts.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students in 3rd-5th for Math lacked fluency in basic addition, subtraction, multiplication and division.

Root Cause 4: Teachers did not add more time into their day to build fluency and lacked adequate supplemental resources to use in class, for homework or extra practice.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Participation in campus events hovers around 50%.

Root Cause 5: Lack of parent input in planning and low parental volunteers due to not having a PTO

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Lack of opportunities and low attendance for academic related events.

Root Cause 6: Events were limited and advertised mostly via Remind and Facebook.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Last year we experienced a high volume of students in K-2 lacking social skills and engaging in physical aggression and horseplay, in 3rd-5th we noticed patterns of verbal aggression and inappropriate language.

Root Cause 7: Cooling off techniques, rewards and restorative practices were not decreasing cases due to students needing several opportunities for 1:1 technique instruction and/or small group SEL by more than one adult. (SSA)

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Our current SEL program did not provide teachers with training needed to target the behavior gaps.

Root Cause 8: Teachers lacked training to build social emotional skills beyond what was part of Move this World.

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
- 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
- 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
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal 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: Increase staff retention

Performance Objective 1: Achieve 85% staff retention or above

High Priority

Evaluation Data Sources: Monthly Data Tracking on Campus Data Board






Strategy 1 Details	Reviews			
Strategy 1: Celebrate Teachers of the Month by highlighting their accomplishments aligned to our core values on Facebook, Parent Weekly, our all staff campus platform and morning announcements. Strategy's Expected Result/Impact: Increase teacher job satisfaction and retaining our talented staff. Staff Responsible for Monitoring: Joy Committee, Principal	Formative			Summative
	Oct	Jan	Mar	June
	 25%			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Increase staff retention

Performance Objective 2: Earn Gold Status on Great Places to Work

High Priority

Evaluation Data Sources: Pulse check data, October Survey and 2nd semester GPTW survey






Strategy 1 Details	Reviews			
Strategy 1: Calendar out weekly and monthly teacher appreciation events, celebrations, and highlights Strategy's Expected Result/Impact: Increase percentage points in my manager praised me in the last 7 days. Staff Responsible for Monitoring: APIs and principal	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: All IDEA students matriculate to college

Performance Objective 1: 48% of EB/EL students will earn meets on their Mock Exams for Math and Reading in Grades 4th and 5th.

High Priority

Evaluation Data Sources: Locus Dashboard

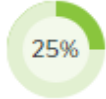
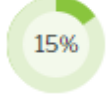
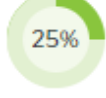
Strategy 1 Details	Reviews			
Strategy 1: EB/EL weekly accelerated instruction by SYLVAN for four groups, two in reading and two in math. Strategy's Expected Result/Impact: 29% EB/EL students earn meets in Reading and 40% earn meets in Math on Academic Achievement Performance Measure for Domain 3 on all exams. Staff Responsible for Monitoring: Assistant Principals of Instruction, Principal Title I: 2.4, 2.6	Formative			Summative
	Oct	Jan	Mar	June
				
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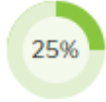




Goal 2: All IDEA students matriculate to college

Performance Objective 2: 85% of students show mastery on daily exit tickets.

High Priority

Evaluation Data Sources: Daily Exit Ticket Data Board

Strategy 1 Details	Reviews			
Strategy 1: 100% of Teachers get weekly lesson plan feedback, side by side planning and/or participate in lesson rehearsals to ensure effective first teach. Strategy's Expected Result/Impact: 30% of students will earn Masters on STAAR exams. . Staff Responsible for Monitoring: Teachers, Assistant Principals of Instruction Title I: 2.4	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Teachers adjust their daily instruction to allow opportunities for immediate remediation. Strategy's Expected Result/Impact: Close student gaps daily and increase masters % on all exams. Staff Responsible for Monitoring: Teachers Title I: 2.4	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize the components of the curriculum designed to increase rigor. Strategy's Expected Result/Impact: Increase masters % on all exams. Staff Responsible for Monitoring: Teachers, Assistant Principals of Instruction Title I: 2.4	Formative			Summative
	Oct	Jan	Mar	June
				






Strategy 4 Details		Reviews			
Strategy 4: Teachers will set goals with students and monitor progress throughout the year to ensure they meet their growth targets. Strategy's Expected Result/Impact: Increase % in School progress in STAAR from 93% to 95%. Staff Responsible for Monitoring: Teachers, Assistant Principals of Instruction, Principal Title I: 2.4		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Goal 3: IDEA achieves an A rating

Performance Objective 1: Increase Academic Growth Score in Reading/ELA by 6% points, from 84% to 90%.

High Priority

Evaluation Data Sources: Focus on students increasing STAAR scores year over year on large scale assessments, semester exams and mock exams.

Strategy 1 Details	Reviews			
Strategy 1: Utilize Accelerated Reader to monitor reading practice and progress by tracking students' independent practice. Strategy's Expected Result/Impact: Teachers will use AR to help guide struggling readers to books they can read successfully, curriculum facilitator will track progress and have one to one conversations to create plans to meet individual goals. Staff Responsible for Monitoring: Accelerated Reader Facilitator, Reading Teachers ,and Assistant Principal of Instruction Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2 - Student Learning 1 Funding Sources: AR Zone Facilitator - Federal Grant - \$39,504.96	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase new student persistence. Root Cause: 1. Lack of continuous engagement, consistent communication on expectations and clarity on campus academic support. 2. Poor connections between new to IDEA students and teachers as well as their assigned buddy.
Student Learning
Problem Statement 1: Students in 4th ELA did not get enough at bats or reteach opportunities to show mastery is specific TEKS under Reporting Category 3, Understanding/Analysis of Informational Texts. Root Cause: Teacher gap in planning and executing data driven reteach plans after each assessment and spiral priority TEKS under Reporting Category 3, Understanding/Analysis of Informational Texts.






Goal 3: IDEA achieves an A rating

Performance Objective 2: Students in grades 3rd and 4th increases 16% points in Approaches for Math and Reading to hit 90%passing standard for STAAR assessments.

High Priority

HB3 Goal

Evaluation Data Sources: Exit tickets and large scale assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Assess academic achievement daily and weekly and enter all Domain 1 data, approaches, meets and masters, into our master student data file. Strategy's Expected Result/Impact: Identify students for targeting small group reteach and increase approaches score. Staff Responsible for Monitoring: Teachers, Assistant Principals of Instruction and Principal. Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 1				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:







Student Learning
Problem Statement 1: Students in 4th ELA did not get enough at bats or reteach opportunities to show mastery is specific TEKS under Reporting Category 3, Understanding/ Analysis of Informational Texts. Root Cause: Teacher gap in planning and executing data driven reteach plans after each assessment and spiral priority TEKS under Reporting Category 3, Understanding/Analysis of Informational Texts.

Goal 3: IDEA achieves an A rating

Performance Objective 3: Increase 4% points in Special Education student achievement score in Math, Reading and Science for Domain 3.

High Priority

Evaluation Data Sources: Power BI Domain 3 Data

Strategy 1 Details	Reviews			
Strategy 1: Monthly Meetings with grade levels to review parent communication, determine which accommodations/modifications need to be added or removed, and discuss priority TEKS for targeted support by Special Education Teachers. Strategy's Expected Result/Impact: Special Education data increases between each large scale assessment. Staff Responsible for Monitoring: Special Education Teachers, Math/Reading/Science content teachers, and Assistant Principal of Instruction Title I: 2.4, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold afterschool tutorials to target learning gaps in Reading, Math and Science. Strategy's Expected Result/Impact: Attain a 30 in student achievement for Sped indicator in Domain 3. Staff Responsible for Monitoring: Special Education Teachers, Math/Reading/Science content teachers, and Assistant Principal of Instruction Title I: 2.4, 2.6 Problem Statements: Demographics 2 - Student Learning 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase new student persistence. Root Cause: 1. Lack of continuous engagement, consistent communication on expectations and clarity on campus academic support. 2. Poor connections between new to IDEA students and teachers as well as their assigned buddy.

Student Learning







Problem Statement 1: Students in 4th ELA did not get enough at bats or reteach opportunities to show mastery is specific TEKS under Reporting Category 3, Understanding/Analysis of Informational Texts. **Root Cause:** Teacher gap in planning and executing data driven reteach plans after each assessment and spiral priority TEKS under Reporting Category 3, Understanding/Analysis of Informational Texts.

Problem Statement 2: Students in 3rd-5th for Math lacked fluency in basic addition, subtraction, multiplication and division. **Root Cause:** Teachers did not add more time into their day to build fluency and lacked adequate supplemental resources to use in class, for homework or extra practice.

Goal 4: Increase student daily attendance

Performance Objective 1: Increase student celebrations for attendance, behavior and academics

Evaluation Data Sources: Grade team leaders will report out number of celebrations and focus biweekly during GTL meeting

Strategy 1 Details	Reviews			
Strategy 1: Use colt cash as incentive for behavior and replenish Colt Cart Store Quarterly Strategy's Expected Result/Impact: Higher student daily attendance will give students more opportunities to earn colt cash. Staff Responsible for Monitoring: Teachers, Grade team leaders and lead team Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Increase student meaningful relationships by highlighting student achievements on our Facebook page, remind and parent weekly. Strategy's Expected Result/Impact: Increase student motivation to come to school every day. Staff Responsible for Monitoring: SSA, Teachers Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase new student persistence. Root Cause: 1. Lack of continuous engagement, consistent communication on expectations and clarity on campus academic support. 2. Poor connections between new to IDEA students and teachers as well as their assigned buddy.
Perceptions
Problem Statement 1: Last year we experienced a high volume of students in K-2 lacking social skills and engaging in physical aggression and horseplay, in 3rd-5th we noticed patterns of verbal aggression and inappropriate language. Root Cause: Cooling off techniques, rewards and restorative practices were not decreasing cases due to students needing several opportunities for 1:1 technique instruction and/or small group SEL by more than one adult. (SSA)

Goal 4: Increase student daily attendance

Performance Objective 2: Meet 97% ADA

Evaluation Data Sources: Data visibility in hallways, daily emails, and weekly end of week

Strategy 1 Details	Reviews			
Strategy 1: Conduct bimonthly competitions and celebrations for grade levels who earn top ADA % Strategy's Expected Result/Impact: increase ADA % Staff Responsible for Monitoring: teachers, grade team leaders and lead team Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Utilize the escalation matrix to target student chronic absenteeism. Strategy's Expected Result/Impact: Build strong partnerships with parents and help problems solve at the 3, 6, 9, 12, 15 absences to prevent them from getting to the 18th absence. 2nd impact higher academic achievement Staff Responsible for Monitoring: APO, APIs, GTL, Teachers and Principal	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:






Demographics
Problem Statement 1: There is a need to increase overall persistence. Root Cause: 1. Students don't feel like they understand each other. 2. There is a lack of opportunities to build a sense of community.

Goal 5: Increase student persistence

Performance Objective 1: 100% of students participate in a Move this world SEL lessons three times per week.

High Priority

Evaluation Data Sources: Weekly Move this world lesson observations, feedback and evaluation of implementation.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will deliver lessons from 7:35-7:45 and create extended opportunities for discussion from 7:45-7:55 as needed. Strategy's Expected Result/Impact: Students build trust and a sense of community by engaging in daily topics. Staff Responsible for Monitoring: Student Success Advisor and Grade Team Leaders Title I: 2.5 Problem Statements: Demographics 1 - Perceptions 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:







Demographics
Problem Statement 1: There is a need to increase overall persistence. Root Cause: 1. Students don't feel like they understand each other. 2. There is a lack of opportunities to build a sense of community.
Perceptions
Problem Statement 1: Last year we experienced a high volume of students in K-2 lacking social skills and engaging in physical aggression and horseplay, in 3rd-5th we noticed patterns of verbal aggression and inappropriate language. Root Cause: Cooling off techniques, rewards and restorative practices were not decreasing cases due to students needing several opportunities for 1:1 technique instruction and/or small group SEL by more than one adult. (SSA) Problem Statement 2: Our current SEL program did not provide teachers with training needed to target the behavior gaps. Root Cause: Teachers lacked training to build social emotional skills beyond what was part of Move this World.

Goal 5: Increase student persistence

Performance Objective 2: 80% of Students will earn Academy Fitness Ambassador by completing 1,200 MVPA Minutes.

High Priority

Evaluation Data Sources: IHT PE Dashboard Data

Strategy 1 Details	Reviews			
Strategy 1: Progress Monitor Daily MVPA Minutes to hold one to one coaching conversations with students who are off track. Strategy's Expected Result/Impact: increase % of on track to meet MVPA end of year goals week to week and improve Social Emotional well being Staff Responsible for Monitoring: PE coach, PE co-teacher, and Principal Title I: 2.5 Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Lesson Plans include activities where students have opportunities where players need to work together to find solutions to group/individual challenges. Cooperation games that put an emphasis on team building, communication and trust. Strategy's Expected Result/Impact: Students build skills in tactical problems relating to cooperation games including communication, cooperation, teamwork, trust, and problem solving. Staff Responsible for Monitoring: PE coach, PE co-teacher, and Principal Title I: 2.5 Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to increase overall persistence. Root Cause: 1. Students don't feel like they understand each other. 2. There is a lack of opportunities to build a sense of community.

Perceptions

Problem Statement 1: Last year we experienced a high volume of students in K-2 lacking social skills and engaging in physical aggression and horseplay, in 3rd-5th we noticed patterns of verbal aggression and inappropriate language. **Root Cause:** Cooling off techniques, rewards and restorative practices were not decreasing cases due to students needing several opportunities for 1:1 technique instruction and/or small group SEL by more than one adult. (SSA)

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
ARZone Facilitiator	ARZone Facilitator		1

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	AR Zone Facilitator		\$39,504.96
Sub-Total					\$39,504.96

Addendums

Weslaco Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: DI ELA & Electives

	DI Kinder on Grade Level	DI First on Grade Level		DI Second on Grade Level	% Royal Readers
% Students	88%	53%		92%	11%

Data Sources: Wit and Wisdom K-2nd

	Kinder on Grade Level	First on Grade Level	Second on Grade Level	
% Students	96/90/71	100/100/98	83/39/6	
				RR Goal Met/Not Met
				Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	Being a Writer 3	Being a Writer 4	
% Approaches	88	69	88	78	63	
% Meets	57	36	65	52	24	
% Masters	31	18	44	32	13	
Achievement Average	57	41	66	54	33	

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI	
% CSI (EOY Ren.)	42%	
% of CSI Passing STAAR	14%	
% of SPED Passing STAAR	1%	

Reflections

Areas of Strength	Areas of Need
1. Genre rich texts throughout the year	1. increased parent communication, support & involvement
2. Flexibility to make adjustments across curriculum	2. data driven reteach plans implemented after each assessment
3. Writing lessons & practice embeddd throughout	3. resources and training for differentiated instruction aligned to c

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	<div></div> 89%	PTG	<div></div> 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.	Complete		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the percentage of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Complete		Action Required	
		Comprehensive Needs Assessment 2022 Math		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Science		Complete		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Complete		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	waiting on final data but all other areas are complete within this section	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.	Complete		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.	Complete		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.	Complete		Action Required	

Weslaco 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	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			
1A	Implement Balanced literacy strategies in K - 5th grade	S, RR	All	Teachers, APis	BOY/EOY	AST team, teachers, APis, literature books, journals	Walk throughs / Data Check-ins	STAAR results, IA results							
1A	Implement Direct Instruction curriculum in K-2nd grade for Reading	S, D, RR	All	Teachers, APis	BOY/EOY	DI Materials, Teachers, APis	Walk throughs / Data Check-ins	STAAR results, IA results							
1E	Implement Being a Writer curriculum in 3rd and 4th	S	All	Teachers, APis	BOY/EOY	Teachers, Consultant, writing posters,	Walk throughs / Data Check-ins/lesson plans	STAAR results, IA results							
1A	Create IW work and rigorous literacy centers	S, D	All	Teachers, APis	BOY/EOY	Teachers, APis, variety of paper products and craft products	Walk throughs / Data Check-ins/lesson plans	DI Mastery results, Lesson progress (LPC form)							
2C	Week, Monthly and Quarterly Mandatory teacher/parent communication struggling students	S, D	All	Teachers, APis, Principal	BOY/EOY	Teachers, APis	Student Data check-ins with Teachers	STAAR results, IA results/Parent Contact logs							
2C	Open House in Fall/Spring	S, D, O	All	Teachers, APis	BOY/EOY	Teachers, APis	Agendas, observtions	Sign-in sheets							
1E	Data will be collected for daily independent work/exit slips and weekly assessments	S, D	All	Teachers, APis	BOY/EOY	Teachers, APis	Data check-ins	STAAR, Reading IW Grades							
1A	STAR test that is given in the AR Zone will be utilized to backwards plan and ensure that students meet a year's growth in their reading level.	S, RR	ALL	AR Manager Reading Teachers	BOY/EOY	STAR test, weekly AR reports, student reading logs	Walk throughs / Data Check-ins	STAR results							
1A	Weekly tracking of AR goals and students' progress throughout the year	S, RR, O	ALL	AR Manager Reading Teachers	BOY/EOY	Scope and Sequence from district / Teachers	Walk throughs / Data Check-ins	weekly AR word count							
1A	weekly data conversations will occur with appraiser to discuss data and next steps for struggling students.	S, O	ALL	K-5 Teachers and Lead Team	BOY/EOY	Data Conversation Form/Follow Up form/Data Binder	Walk throughs / Data Check-ins	Follow through student data ET/WA/las							
1E	Critical Student Intervention pull outs (Interventionist) Provide intervention opportunities during r conference or after school	S	AR/ELL/ED/SE	Interventionist / 3rd, 4th, & 5th teachers/ Lead Team	BOY/EOY	District Scope and Sequence/Reading and Math Curriculum/DI Anthonlogies/AR books/Teacher Collaboratio/Math and Reading Workshops	Walk throughs / Data Check-ins	Exit Slips / WA/ RTI							
1I	Ambitious goals are set for students and follow NIFDI/IDEA curriculum guidelines to end the year on level	O	ALL	K-5 Teachers and Lead Team	BOY/EOY	Teachers/Lead Team/DI Goal Guidelines/Trackers	Walk throughs / Data Check-ins	Low-inference data collection/goals met by quarter and year							
1A	Backwards planning is tracked throughout the year to insure that goals are met	O	ALL	K-5 Teachers and Lead Team	BOY/EOY	Teachers/Lead Team/DI Goal Guidelines/Trackers	Walk throughs / Data Check-ins	Low-inference data collection/goals met by quarter and year							
1I	DI Data is used to identify students in need and provide intervention.	O	AR/ELL/ED/SE	K-5 Teachers and Lead Team, Interventionist, Sped Teacher	BOY/EOY	Teachers/Lead Team/DI Goal Guidelines/Trackers	Walk throughs / Data Check-ins	Low-inference data collection/goals met by quarter and year							
1I	Students are held accountable for their goals by using objective trackers, lesson trackers and thermometer charts	O	ALL	K-5 Teachers and Lead Team	BOY/EOY	Teachers/Lead Team/DI Goal Guidelines/Trackers	Walk throughs / Data Check-ins	Low-inference data collection/goals met by quarter and year							
1I	Ensure all students in K-2nd have current placement test data to determine appropriate instructional level groupings at BOY.	O	ALL	APis	BOY/EOY	Placement Tests for RMTK, RMT1, RMT2, E to E and Decoding	Utilize EOY Placement Tracker for current students. Utilize district form to track NTI student placement data.	Refer to testing rubric for final placement in RMTK, RMT1, RMT2, E to E and Decoding.							

Weslaco 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%
1E	After School tutorial opportunities for struggling students in the Fall	S, O	AR/ELL/ED/SE	K-5 Teachers and Lead Team, Interventionist, Sped Teacher	BOY/EOY	K-4 Teachers and Lead Team, Interventionist, Sped Teacher/Sylvan Learning	Attendance Rosters	Exit Slips / WA/							
1J	Implement RtI program for students who are struggling academically	S,O	AR/ELL/ED/SE	Teachers, APIs, RTI Point personPrincipal	BOY/EOY	Teachers, AC, API's	RTI logs, meeting forms, tutoring logs	RTI Meeting logs							
2A	Coach and develop teachers through classroom observations followed by feedback and on the spot coaching.	S, O	All	Lead Team	BOY/EOY	API's, PIR, Principal	Walk-throughs Teacher Observation Anecdotal records Data check-ins	EOY DI results, STAAR results Check-in documentation							
2C	Invest parents in student goals	S, O, RR, ST	ALL	K-5 Teachers and Lead Team	BOY/EOY	Teachers, AC, API's	Walk throughs / Data Check-ins	Parent contact logs,							
1J	Use STAAR data to provide intervention for students in need. (CSI)	S	AR/ELL/ED/SE	3rd - 5th grade teachers and Interventionist	BOY/EOY	Teachers, APIs, Interventionist	Tutoring logs, planning meeting notes, agendas,	STAAR results, IA results							
1E	Use of higher order thinking skills through question stems.	S, O, RR, ST	ALL	Teachers, APIs	BOY/EOY	Teachers, APIs, Interventionist	Walk-throughs Teacher Observation Anecdotal records Data check-ins	STAAR results, IA results							
1E	Students will practice stem questions missed on exit tickets/weekly assessments and get a parent signature on any failing assessment tracked on their daily planner.	S, O	ALL	Teachers, APIs	BOY/EOY	Teachers, APIs, Interventionist, stem questions,	Walk-throughs Teacher Observation Anecdotal records Data check-ins	STAAR results, IA results							
2C	Parent-Student-Teacher Contracts outlining specific responsibilities of everybody who makes an impact on the success of the student.	O	ALL	AC, APO Teachers SIS Registrar	BOY/EOY	APQ, Teachers, contracts	signed contract, parent contact logs	signed contract, parent contact logs							

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

Weslaco

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 1st-2nd	1st-2nd MM Goal Met/Not Met
% Students		98/89/68	93/30	97/28	71%	155/219
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	73	64	97	58%	187/324 (MET)	
% Meets	39	27	61			
% Masters	11	9	29	% Math Masters 1st-5th	MM Goal Met/Not Met 1st-5th	
% Student Achievement Average	41	33	62	63%	342/543 (MET)	
Data Source: CSI Academy						
	Math AC CSI					
% CSI (EOY Ren.)	60%					
% of CSI Passing STAAR	43%					
% of SPED Passing STAAR	64%%					

Reflections	
Areas of Strength	Areas of Need
1. Lesson rehearsals/coaching held for grades 1st through 5th.	1 Parent meeting at BOY to discuss grade level bands including growth goals (4th and 5th).
2. Collaboration meetings with math team for unit unpacking 2 weeks prior to lesson delivery.	2 Assessment Data tracker to include data by TEKS to plan for lowest performing TEKS.
3. Flexibility within curriculum to adjust based on student mastery or to include TEKS	3 Supplemental resources for fluency in grades 1st - 5th for in class support.

Weslaco Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: DI ELA & Electives

	DI Kinder on Grade Level	DI First on Grade Level		DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	88%	53%		92%	11%	69%

Data Sources: Wit and Wisdom K-2nd

	Kinder on Grade Level	First on Grade Level	Second on Grade Level		RR Goal Met/Not Met	WM Goal Met/Not Met
% Students	96/90/71	100/100/98	83/39/6		Met	Met

Data Source: STAAR

	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	Being a Writer 3	Being a Writer 4	
% Approaches	88	69	88	78	63	
% Meets	57	36	65	52	24	
% Masters	31	18	44	32	13	
Achievement Average	57	41	66	54	33	

Data Source: CSI

% Meeting CSI Goal	Reading AC CSI	
% CSI (EOY Ren.)	42%	
% of CSI Passing STAAR	14%	
% of SPED Passing STAAR	1%	

Reflections

Areas of Strength	Areas of Need
1. Genre rich texts throughout the year	1. increased parent communication, support & involvement
2. Flexibility to make adjustments across curriculum	2. data driven reteach plans implemented after each assessment
3. Writing lessons & practice embeddd throughout	3. resources and training for differentiated instruction aligned to curriculum

Weslaco Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Science K-4th

	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		99/94/85	98/84/59	83/47/33	86/56/17	80/52/25

Data Source: Science

	STAAR Science Grade 5	
% Approaches	86	
% Meets	56	
% Masters	25	
% Student Achievement Average	56	

Reflections

Areas of Strength	Areas of Need
1. Hands on projects and engaging activities throughout the units	1. Lesson plans and reteach based on data
2. Exams are aligned to units and content being taught	2. Not enough science texts for students to have their own
3. Strong Science Webinars to unpack the curriculum lessons, units, module assesments and materials.	3 Teacher Training on Scaffolding and Differentiation on integrating Supplemental Material for Enrichment and/or

Weslaco Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities K-5

	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		100/100/97	99/97/93	96/90/70	72/37/13	49/16/3	65/44/22

Reflections

Areas of Strength	Areas of Need
1. Lesson materials available on curriculum corner	1. Strategies to teach new vocabulary
2. Books were engaging and spread across all genres	2. Strategies/techniques for differentiation of lessons and student work
3. Materials for lessons and projects were provided for all students	3. Increased hands on activities and opportunities to apply the learning

Weslaco Academy

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	Overall % of ELL Students who grew one or more levels
% Beginning	14%	15%	20%	22%	52.40%
% Intermediate	23%	48%	36%	39%	
% Advanced	28%	25%	18%	24%	
% Advanced High	26%	3%	13%	6%	

Reflections

Areas of Strength	Areas of Need
1 Weekly tutorials for students in 2nd - 5th for Reading, Listening and Speaking.	1 Incorporate Imagine Learning in the computer lab for EL students in 1st - 5th grade.
2 Instructional Best Practices	2 Build Teacher Tool Kit for EL strategies
3 Tracking and Remediating immediately	3 Implementing Modifications with Fidelity

IDEA Weslaco

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	80%
% Instructional Support Retention	91%
% Teacher Retention	93%
% Campus Support Retention	88%
% SPED Teachers	100%
% State/National Certified Teachers	50%
% State Certified Leaders	0%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	2 to 1

Reflection	
Areas of Strength	Areas of Need
1 Leaders build strong realtionships with staff and provide on going feedback.	1. Add More Socials and opportunities to collaborate across different grade levels & teams.
2 Teachers get celebrated and acknowledged consitently.	2 Professional Development with Organizational Skills
3. Retention of teachers is above benchmark	3. Leader retention below the 85% metric

Weslaco Academy

Comprehensive Needs Assessment	
ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	89.31
% Overall Persistence	95.18
% New Student Persistence	92.31
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	4.77%
% ELL	40%
% Eco Dis	99.69%
% Migrant	0%
% Race: American-Indian-Alaska-Native	0%
% Asian	0.62%
% White-Hispanic	94.77%
% Multi	0%
% Black-African-American	0.77%
% Native-Hawaiian-Pacific-Islander	0%
% White	3.85%
% Male	51.38%
% Female	48.62%

Data Source: School Culture and Climate

Reflections

Areas of Strength	Areas of Need
1 Overall Persistence, Families trust that we are a great choice for students to feel they can do well in school and accomplish their goals.	1 My classmates behave the way my teacher expects them to. We need to reset on culture and expectations.
2 Students and Parents Highly agree that students have a sense of belonging	2 How well do students understand each other
3 Students surveys we high on "my teacher cares about me" question.	3 Connections between students and teachers

Weslaco Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	67%
% Families Attended Curriculum Night	NA
% Families Who Attended EOY Ceremonies	65%
% Families who attended Fall Festival	NA
% Families who attended Winter Festival	50%
% Families who attended Spring Festival	50%%

Reflection	
Areas of Strength	Areas of Need
1 Great Communication on events and what to expect	1 Parent Input in planning : Parent Volunteers- Our school needs a group of parents who can support
2 More than 2 big events despite Covid.	2 Parent townhalls needed to be able to share with parents what our school is working on in regards to
3 Strong Parent partnerships	3 Community Vendors at our events