

IDEA Public Schools

Weslaco Pike Academy

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

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



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

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Weslaco Pike Academy was established in 2014 and is located in Weslaco at 1000 East Pike Boulevard, 78596. Our campus serves PK-5th grade students. The current enrollment for the 22-23 school year is 830. The school serves a diverse ethnic community with our ethnic breakdown consisting of .001% Asian, .09% White, and .06% Hispanic. Approximately 59% of our students are on free and reduced lunch, as a result, we qualify as a Title 1, Part A School.

The instructional program at Weslaco Pike consists of the Bilingual Program, Special Education Program, and the General Education Program. An afterschool program is also utilized to assist At-Risk students. All academic programs work together to ensure an excellent instructional experience for all students from pre-kindergarten through 5th grade.

According to the Texas Education Agency Accountability System, Weslaco Pike Academy has received a rating of A for the 2021-2022 school year and meeting 6 out of 6 possible campus distinctions including: English Language Arts, Mathematics, Science, Academic Growth, Post Secondary Readiness, and Closing the Gaps.

(See Addendum)

Demographics Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus 90% Persistence goal was not met. **Root Cause:** Lack of escalation matrix was not consistent, therefore lead members met with parents at a late stage

Problem Statement 2 (Prioritized): ADA incentives and celebrations for students and teachers were not executed with consistency. **Root Cause:** Gap in communication among operation and instructional staff members.

Problem Statement 3 (Prioritized): 4th grade students behavior increased dramatically from the beginning of the year. **Root Cause:** Lack of strong design within Kickboard to highlight individual students, teachers on a consistent basis and implementation of attainable goals for stakeholders.

Student Learning

Student Learning Summary

Weslaco Pike Academy received a rating of A in 2021-2022 school year. Based on 2022 accountability, all Reading and Math targets were met. In reviewing student achievement score data, Reading and Science performed higher than Math.

Data shows that our Hispanic students are performing about the same as our overall population. Our SPED population performed the lowest at 76% approaching standard across all contents.

Weslaco Pike Academy 2022 STAAR Achievement Scores by Performance Level

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	341	341	109	-	791	
Approaches GL or Above	297	268	105	-	670	85%
Meets GL or Above	219	177	81	-	477	60%
Masters GL	140	101	46	-	287	36%
Total Percentage Points						

See attached addendum.

Student Learning Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers lacked skill to implement a strong first time teach. **Root Cause:** Lack of implementing lesson rehearsals consistently as a content.

Problem Statement 2 (Prioritized): Early identification and tracking of cohort specific students lagged. **Root Cause:** Lack of identifying the right students of focus by consistently completing a data analysis.

Problem Statement 3 (Prioritized): Instructional support for special populations was not consistent or structured to close student gaps. **Root Cause:** Lack of implementing PLC's between Special Education team and General Ed. Team.

School Processes & Programs

School Processes & Programs Summary

Programs:

- Bilingual Program
- Special Education
- General Education
- Direct Instruction Program

Processes:

- Response to Intervention is provided to students based on academic and behavioral performance.
- 3rd-5th grade students are identified for Critical Student Intervention based on Renstar performance.
- Weekly staff meetings are held for professional development sessions.
- Monthly Grade Team Leader Meetings are held for input on campus decisions, campus updates, and strategic collaboration for areas of need.

(See attached addendum)

School Processes & Programs Strengths

See PDF in Addendum for more information.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Educators did not identify RTI interventions accurately. **Root Cause:** Clarity on what interventions need to be provided to certain students was not provided consistently.

Problem Statement 2 (Prioritized): 17% Critical Student Intervention (CSI) students did not make their 2 year or more year growth as a cohort for the academic school year. **Root Cause:** Teachers who provide the intervention were not proficient with the curriculum and time conflicts to service students were faced through-out the year due to substitute shortage.

Perceptions

Perceptions Summary

Weslaco Pike Academy strongly believes in our foundational core values that include: We act with integrity, We build team and family, We deliver results, We achieve academic excellence, We bring joy, We ensure equity, and We sweat the small stuff. Some reasons why our families come and stay at our campus include 1) College Prep Academic Model which focuses on college preparation for all children. We are on track to send 100% of our seniors to college for the 14th straight year. 2) A Technology Device for Every Student- We provide 1:1 technology devices to all IDEA scholars. 3) We are open to all students- We are tuition free public school option. We accept applications and serve all students, regardless of where they live, their academic standing, their income, and their ability level. 4) Highly Trained & Experienced Teachers- We focus on coaching and developing our teachers to deliver high quality first instruction. Through partnering with all stakeholders and community members, we are able to make shared decisions that help our students get to and through college. There are various opportunities throughout the school year that engage our families and community members to be part of our student's education.

(Please see attached addendum)

Perceptions Strengths

See PDF in Addendum for more information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of opportunities for parents and our community to be involved in campus wide events. **Root Cause:** Due to COVID and restrictions we are limited as to who is allowed to be on campus.

Problem Statement 2 (Prioritized): Teacher retention goal of retaining 85% of Weslaco Pike Academy was not attained. **Root Cause:** Lack of instructional preparation provided to new teachers prior to start date and lack of work life balance.

Priority Problem Statements

Problem Statement 1: ADA incentives and celebrations for students and teachers were not executed with consistency.

Root Cause 1: Gap in communication among operation and instructional staff members.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Instructional support for special populations was not consistent or structured to close student gaps.

Root Cause 2: Lack of implementing PLC's between Special Education team and General Ed. Team.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Early identification and tracking of cohort specific students lagged.

Root Cause 3: Lack of identifying the right students of focus by consistently completing a data analysis.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Educators did not identify RTI interventions accurately.

Root Cause 4: Clarity on what interventions need to be provided to certain students was not provided consistently.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 17% Critical Student Intervention (CSI) students did not make their 2 year or more year growth as a cohort for the academic school year.

Root Cause 5: Teachers who provide the intervention were not proficient with the curriculum and time conflicts to service students were faced through-out the year due to substitute shortage.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Teacher retention goal of retaining 85% of Weslaco Pike Academy was not attained.

Root Cause 6: Lack of instructional preparation provided to new teachers prior to start date and lack of work life balance.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Campus 90% Persistence goal was not met.

Root Cause 7: Lack of escalation matrix was not consistent, therefore lead members met with parents at a late stage

Problem Statement 7 Areas: Demographics

Problem Statement 8: 4th grade students behavior increased dramatically from the beginning of the year.

Root Cause 8: Lack of strong design within Kickboard to highlight individual students, teachers on a consistent basis and implementation of attainable goals for stakeholders.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Lack of opportunities for parents and our community to be involved in campus wide events.

Root Cause 9: Due to COVID and restrictions we are limited as to who is allowed to be on campus.

Problem Statement 9 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
- 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

Student Data: Assessments

- State and federally required assessment information
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback

- 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

Parent/Community Data

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

Support Systems and Other Data

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


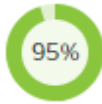




Goals

Goal 1: Increase staff retention

Performance Objective 1: 85% of Weslaco Pike Academy instructional staff will be retained throughout the 21-22 school year.

High Priority

Evaluation Data Sources: Staff Retention Reports, Employee Exit Tickets

Strategy 1 Details	Reviews			
Strategy 1: In Spring of 2023 our recruitment team will recruit highly effective teachers by creating focus groups for interviews. Strategy's Expected Result/Impact: Hire highly effective teachers. Staff Responsible for Monitoring: Lead Team Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - Targeted Support Strategy Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:







Perceptions
Problem Statement 2: Teacher retention goal of retaining 85% of Weslaco Pike Academy was not attained. Root Cause: Lack of instructional preparation provided to new teachers prior to start date and lack of work life balance.

Goal 1: Increase staff retention

Performance Objective 2: For the Academic School year of 2022-2023, teachers will be provided professional development that is aligned to the needs of the teachers development and PD ratings will be 4-5 90% of the time.

High Priority

Evaluation Data Sources: Teachboost ratings, Teacher Development Cycle

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide 22-23 teachers with differentiated professional development that is aligned to campus trends, years of experience, performance and teacher surveys. Strategy's Expected Result/Impact: Increase teacher satisfaction in our Org. Survey Teacher Surveys after each Professional Development that is provided Staff Responsible for Monitoring: Lead Team Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 2				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:


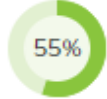




Perceptions
Problem Statement 2: Teacher retention goal of retaining 85% of Weslaco Pike Academy was not attained. Root Cause: Lack of instructional preparation provided to new teachers prior to start date and lack of work life balance.

Goal 2: All IDEA students matriculate to college

Performance Objective 1: By May 2023, the percent of students making 2.0 year growth in Ren. Star testing will increase by 17% from previous year.

High Priority

Evaluation Data Sources: Ren. Star

Strategy 1 Details	Reviews			
Strategy 1: Provide intervention to students who failed STAAR in 21-22 school year since BOY and track progress. Strategy's Expected Result/Impact: Increase students passing percentage for STAAR. Staff Responsible for Monitoring: Instructional Lead Team, Interventionist funded by Title I Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:







Student Learning
Problem Statement 2: Early identification and tracking of cohort specific students lagged. Root Cause: Lack of identifying the right students of focus by consistently completing a data analysis.
School Processes & Programs
Problem Statement 2: 17% Critical Student Intervention (CSI) students did not make their 2 year or more year growth as a cohort for the academic school year. Root Cause: Teachers who provide the intervention were not proficient with the curriculum and time conflicts to service students were faced through-out the year due to substitute shortage.

Goal 2: All IDEA students matriculate to college

Performance Objective 2: By Spring 2023, the percent of SpEd students who score approaches or higher will increase by at least 4 percentage points.

High Priority

Evaluation Data Sources: State of Assessment of Academic Readiness (STAAR)

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: By Fall 2022, SpEd students will be provided intervention that targets their areas of needs that are defined by their performance in district, in-house and exit ticket assessments.</p> <p>Strategy's Expected Result/Impact: The impact is to increase the percentage of SPED students passing with approaches or higher content areas.</p> <p>Staff Responsible for Monitoring: SpEd teachers and SPED point person</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2, 3</p>				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: Early identification and tracking of cohort specific students lagged. Root Cause: Lack of identifying the right students of focus by consistently completing a data analysis.</p> <p>Problem Statement 3: Instructional support for special populations was not consistent or structured to close student gaps. Root Cause: Lack of implementing PLC's between Special Education team and General Ed. Team.</p>









Goal 3: IDEA achieves an A rating

Performance Objective 1: In Spring 2022, 90% of 3rd-5th grade students taking Math STAAR will earn Approaches as measured by STAAR state assessment and 30% will earn Master level.

High Priority

HB3 Goal

Evaluation Data Sources: Data source includes exit tickets, weekly assessments, and district assessments. Data from Edcite Reports and Renstar Reports will be used.

Strategy 1 Details	Reviews			
Strategy 1: Provide high quality first instruction through teacher readiness by providing lesson plan feedback and holding lesson rehearsals. Strategy's Expected Result/Impact: Increase Student Performance Staff Responsible for Monitoring: Assistant Principals of Instruction, Principal Title I: 2.4, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 2, 3 Funding Sources: Co Teacher - Federal Grant - \$32,535.36, ILearning Hotspot Facilitator - Federal Grant - \$35,497.44, Interventionist - Federal Grant - \$109,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monitor student performance through daily and weekly TEKS tracking and holding data conversations. Strategy's Expected Result/Impact: Increase Student Performance in Math Staff Responsible for Monitoring: Assistant Principals of Instruction, Principal Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 2, 3 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Early identification and tracking of cohort specific students lagged. **Root Cause:** Lack of identifying the right students of focus by consistently completing a data analysis.

Problem Statement 3: Instructional support for special populations was not consistent or structured to close student gaps. **Root Cause:** Lack of implementing PLC's between Special Education team and General Ed. Team.

School Processes & Programs









Problem Statement 1: Educators did not identify RTI interventions accurately. **Root Cause:** Clarity on what interventions need to be provided to certain students was not provided consistently.

Goal 3: IDEA achieves an A rating

Performance Objective 2: In Spring 2022, 90% of 3rd-5th grade students taking Reading STAAR will earn Approaches as measured by STAAR state assessment and 30% will earn Master level.

High Priority

Evaluation Data Sources: Students of focus will be identified and tracked by first district assessment and tutoring will be provided to students who are not on track to meet individual goals.

Strategy 1 Details	Reviews			
Strategy 1: Provide high quality first instruction through teacher readiness by providing lesson plan feedback and holding lesson rehearsals. Strategy's Expected Result/Impact: Increase student academic performance in each of the performance bands. Staff Responsible for Monitoring: Assistant Principals of Instruction Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: School Processes & Programs 1, 2 Funding Sources: Interventionist - Federal Grant - \$58,099.99, AR Zone Facilitator - Federal Grant - \$32,297.76	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Monitor student learning through aggressive monitoring in the classroom to close gaps in the moment Strategy's Expected Result/Impact: Increase student performance Staff Responsible for Monitoring: Assistant Principals of Instruction Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Problem Statements: Student Learning 2, 3 Funding Sources: Interventionist - Federal Grant - \$60,500.01, Co Teacher - Federal Grant - \$64,199.52, AR Zone Facilitator - Federal Grant - \$32,297.76	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:

Student Learning

Problem Statement 2: Early identification and tracking of cohort specific students lagged. **Root Cause:** Lack of identifying the right students of focus by consistently completing a data analysis.

Problem Statement 3: Instructional support for special populations was not consistent or structured to close student gaps. **Root Cause:** Lack of implementing PLC's between Special Education team and General Ed. Team.

School Processes & Programs

Problem Statement 1: Educators did not identify RTI interventions accurately. **Root Cause:** Clarity on what interventions need to be provided to certain students was not provided consistently.

Problem Statement 2: 17% Critical Student Intervention (CSI) students did not make their 2 year or more year growth as a cohort for the academic school year. **Root Cause:** Teachers who provide the intervention were not proficient with the curriculum and time conflicts to service students were faced through-out the year due to substitute shortage.










Goal 4: Increase student daily attendance

Performance Objective 1: 97% of PK-5th grade students will meet Average Daily Attendance during the 22-23 school year

High Priority

HB3 Goal

Evaluation Data Sources: Attendance reports, Powerschool, ADA daily call logs

Strategy 1 Details	Reviews			
Strategy 1: Hold daily attendance calls to parents for students who are absent Strategy's Expected Result/Impact: Increase student attendance Staff Responsible for Monitoring: SIS, Assistant Principal of Operation, Assistant Principals of Instruction, Principal, Counselor Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Implement ADA escalation matrix to collaborate for solutions for high offenders Strategy's Expected Result/Impact: Increase Attendance Staff Responsible for Monitoring: SIS, Assistant principal of operation, Assistant Principal of Instruction, Principal, Counselor Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:







Demographics

Problem Statement 2: ADA incentives and celebrations for students and teachers were not executed with consistency. **Root Cause:** Gap in communication among operation and instructional staff members.

Goal 4: Increase student daily attendance

Performance Objective 2: 75% of 2nd-5th grade meet 1,200 minutes of MVPA (Moderate to Vigorous Physical Activity)

High Priority
HB3 Goal
Evaluation Data Sources: Weekly Reports

Strategy 1 Details	Reviews			
Strategy 1: Have clear agenda and purposeful lesson plans that align to vigorous physical activity Strategy's Expected Result/Impact: Increase Health performance and attendance Staff Responsible for Monitoring: PE Coaches, Lead Team Title I: 2.4, 2.5 Problem Statements: Demographics 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 2 Problem Statements:

Demographics
Problem Statement 2: ADA incentives and celebrations for students and teachers were not executed with consistency. Root Cause: Gap in communication among operation and instructional staff members.









Goal 5: Increase student persistence

Performance Objective 1: 90% of PK-5th grade students will persist at the beginning of the 22-23 school year.

High Priority

HB3 Goal

Evaluation Data Sources: Persistence log, Locus dashboard, Withdrawal information

Strategy 1 Details	Reviews			
Strategy 1: Build relationships with our new to idea students through planned events and meetings Strategy's Expected Result/Impact: Increase new student persistence Staff Responsible for Monitoring: Teachers, Counselor, API's, Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 2 - Student Learning 2 Funding Sources: PK Teacher - Federal Grant - \$94,000, PK Co Teacher - Federal Grant - \$64,199.52	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Hold parent meetings to inform about student's academic progress and build team and family Strategy's Expected Result/Impact: Increase student performance Staff Responsible for Monitoring: Counselor, APO, API, Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: ADA incentives and celebrations for students and teachers were not executed with consistency. **Root Cause:** Gap in communication among operation and instructional staff members.

Student Learning




Problem Statement 2: Early identification and tracking of cohort specific students lagged. **Root Cause:** Lack of identifying the right students of focus by consistently completing a data analysis.


Goal 5: Increase student persistence


Performance Objective 2: All Weslaco Pike Academy students in PK-5th will receive a Kindness Awareness lesson by August 2023.


High Priority


Evaluation Data Sources: Kindness Idea Lessons completion by first week of school

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: ADA incentives and celebrations for students and teachers were not executed with consistency. Root Cause: Gap in communication among operation and instructional staff members.

Title I Personnel



<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
	SR. ILEARNING HOT SPOT FACILITATOR		1
	PRE-KINDERGARTEN TEACHER		1
	PRE-KINDERGARTEN TEACHER		1
	AR ZONE FACILITATOR		1
	CO-TEACHER		1
	CO-TEACHER		1
	INTERVENTIONIST		1
	INTERVENTIONIST		1
	PRE-KINDERGARTEN TEACHER		1
Adriana Ontiveros	PK Teacher	Title I	1.0
Amanda Resendez	Interventionist	Title I	1.0
Brenda Gutierrez	PK Teacher	Title I	1.0
Christopher Garza	Interventionist	Title I	1.0
Elizabeth Cain	Interventionist	Title I	1.0
Fernando Luna	AR Zone Facilitator	Title I	1
Isela Huerta	Sr. ILearning Hotspot Facilitator	Title I	1.0
Kassandra Perez	Co Teacher	Title I	1.0
Sandra Garza	Co Teacher	Title I	1.0

Campus Funding Summary

Federal Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	ILearning Hotspot Facilitator		\$35,497.44
3	1	1	Co Teacher		\$32,535.36
3	1	1	Interventionist		\$109,000.00
3	2	1	Interventionist		\$58,099.99
3	2	1	AR Zone Facilitator		\$32,297.76
3	2	2	Co Teacher		\$64,199.52
3	2	2	AR Zone Facilitator		\$32,297.76
3	2	2	Interventionist		\$60,500.01
5	1	1	PK Co Teacher		\$64,199.52
5	1	1	PK Teacher		\$94,000.00
Sub-Total					\$582,627.36

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	 100%	PTG	 100%
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	<p>This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff.</p> <p>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.</p>	Complete	I just need to update data	Complete	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	<p>These pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year.</p> <p>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.</p>	Complete		Complete	Update STAAR Data, CSI STAAR Data
		Comprehensive Needs Assessment 2022 Math		Complete		Complete	Update STAAR Data
		Comprehensive Needs Assessment 2022 Science		Complete		Complete	
		Comprehensive Needs Assessment 2022 Humanities		Complete		Complete	
	State TEPAS Report	Comprehensive Needs Assessment 2022 TEPAS	<p>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 TEPAS report.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Complete	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	<p>Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff.</p> <p>Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Complete	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	<p>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>.</p> <p>List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.</p>	Complete		Complete	
	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		Complete	

IDEA Weslaco Pike Academy

2022-2023 Student Achievement Improvement Plan

ACADEMY

APO	Initiatives	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2E	Early Intervention through after school tutorial for 3rd-5th grade studnets	S	All	Maria Vargas	September/ May	After school duty pay, Transportation	Timesheets, Tutorial Attendance	Student tracking of PTG, Assessment Data
2E	Lead4ward Training	S	All	Alaine Ortiz	October	Registration fees	Registration	Assessment Data
1F	Smaller DI Groups through addition of 1st/2nd Grade Co Teacher	D	All	Cristina Ontiveros	August/ May	1st/2nd grade co-teacher	DI Groups/ Staffing	DI Lesson Progress, % of students meeting EOY goal
1F	Early Intervention through after school tutorial for PK-2nd students	D	All	Cristina Ontiveros & Maria Vargas	September/ May	After school duty pay, Transportation	Timesheets, Tutorial Attendance	% of students finishing program and meeting EOY goal
2C	Kickboard app for 1st-5th graders to increase attendance and classroom engagement	DR	All	School Counselor	August/ May	Kickboard License, Kickboard trainings for teachers	Kickboard App student points tracking, Reports of teacher usage	Reports of teacher usage
2E	Vertical Alignment Planning Days	S	All	Adriana Alvarez, Cristina Ontiveros, Maria Vargas, Alaine Ortiz	August/ May	Extra Duty Pay	Sign In Sheets, Agenda	Lesson Plan Submission, Unpacked Units
2B	Increase Celebrations- ADA, Scientist/Reader/Mathematical/Writer of week, Parent of the Month, Grade Level of the Month, Teacher of the Month	O	All	School Counselor	August/ May	Incentives	Attendance Sheets, Parent Weekly, Morning Meeting Agenda	Student Persistence Data
2E	TELPAS Training for staff from Region One	O	ELL	School Counselor	October/ January	Training Fees	Attendance Sheets	TELPAS Assessment
2E	Host TELPAS nights for parents	O	ELL	School Counselor	September/ January	Materials for parents	Attendance Sheets	TELPAS Assessment
2C	Mavericks Give Back to the Community- Field Lessons	O	All	Alaine Ortiz	December	Transportation, Field Lesson Shirts, Materials needed for community event	Attendance Sheets, Permission Slips	Participation
1F	DI Coaches Development Sessions	O	All	Adriana Alvarez	August- May	DI Coaching Plan, Scheduled Meetings	Attendance Sheets	DI Data
1F	Grade Team Leader Coaches Development Sessions	O,S	All	Maria Vargas	Monthly Aug- May	GTL Development Pathway, Scheduled Sessions	Attendance Sheets, Agendas	GET ratings
1E	Maveric Academic Support Sessions	O,D,S	ELL, SE, AR	Cristina Ontiveros	3 times a quarter	Scheduled Sessions, RASI	Attendance Sheets, Agendas	DI, STAAR

2022-2023 Student Achievement Improvement Plan

[illegible]

Title I Qualifying Programs			Initiatives Status			
Internal Use Only			Mid Year		End of Year	
Supplemental Program (Y/N)	New Program (Y/N)	Budget Allocation	Outcome	Increase/Decreased by X%	Outcome	Increase/Decreased by X%
Budget Allocations only need to be entered for programs that are <u>BOTH</u> Supplemental & New			Use these columns to assess your strategy progress at the middle and end of the year			
Y	N					
Y	Y	\$ 5,900				
N	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	N					
Y	N	\$1,000				
Y	N	\$1,000				
Y	N	\$1,000				

[illegible]

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

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Comprehensive Needs Assessment

ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters Pk-2	Pk-2 MM Goal Met/Not Met
% Students	91%	100/91/67 (86)	84/61/39 (61)	92/67/30 (63)	94%	6%

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	71%	75	89	91%	9%	
% Meets	49	49	64			
% Masters	28	28	37			
% Student Achievement Average	45	49	62			
% Meet 2 year growth		91%	86%			

Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	N/A	
% of CSI Passing STAAR	N/A	
% of SPED Passing STAAR	36%	

Reflections

Areas of Strength	Areas of Need
1. Backwards Plan	1. Instructional Clarity-Teacher Talk
2 (4th & 5th Consistency with spirals)	2. Planning for the MC and exposing students ahead of time not during re-teach (Proactive Approach)
3 (Math Interventionist (4th-5th)	3 Planning with math teachers

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Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students	100%	91%	61%	95%	14%	67%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					met	met
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Reading Grade 5	STAAR Writing Grade 3		
% Approaches	79	89	95	83		
% Meets	50	69	74	61		
% Masters	31	40	54	42		
% Student Achievement Average	53	66	74	62		
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	28%					
% of CSI Passing STAAR	62%					
% of SPED Passing STAAR	Pending					

Reflections	
Areas of Strength	Areas of Need
3rd-5th Reading teachers returning to their role.	1 More lesson rehearsals. There is only one rehearsal session per week.
Backwards Planning	2 Purposefull planning for tutoring/intervention and Saturday school.
Lesson planning feedback with implementation of feedback.	3 Co planing for special population. (Teachers and interventionists)

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Comprehensive Needs Assessment

ACADEMY

Data Sources: Science Pk-4

	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	N/A	FE: 92/79/62 SAS: 78	FE: 76/41/21 SAS: 46	FE: 82/60/39 SAS: 60	FE: 84/35/12 SAS: 44	FE: 90/53/33 SAS: 59

Data Source: Science 5

	STAAR Science Grade 5	
% Approaches	96	
% Meets	72	
% Masters	41	
% Student Achievement Average	70	

Reflections

Areas of Strength	Areas of Need
1. Parent Involvement- Consistent Communication	1 Instructional readiness- Having supplies for labs ready
2. Hands on Experiences	2. Science Content Unpacking
3 Access to Visuals- Anchor Charts and Supplemental Aids	3. Small Group Instruction to close gaps

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Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities Pk-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	N/A	FE: 99/96/95 SAS: 97	FE: 99/96/95 SAS: 97	FE: 96/96/92 SAS: 95	FE: 46/13/2 SAS: 20	FE: 83/52/32 SAS: 56	FE: 99/86/66 SAS: 84

Reflections

Areas of Strength	Areas of Need
1. Hands on Projects - helped students take ownership of their learning and showcasing what they have learned	1. Writing skills
2. Peer collaboration - whole group discussion	2. Mid-module unit exams: measure data mid unit and see where gaps need to be closed
3. Student engagement- videos (flocabulary), props, new books	3. Vocab Wall/ Visuals throughout classroom

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Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	20%	22%	27%	30%	42%
% Intermediate	20%	34%	31%	34%	20%
% Advanced	27%	29%	17%	22%	12%
% Advanced High	26%	35%	22%	13%	9%

Reflections

Areas of Strength	Areas of Need
1. Teacher tracking student data based on assessments	1. Tracking all components for ALL grade levels.
2. Access pieces (Anchor charts)	2. Providing access pieces for individual students
3. Knowing who are ELL students on our lesson plans	3. Teacher trainings

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Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100%
% Instructional Support Retention	85%
% Teacher Retention	82%
% Campus Support Retention	85%
% SPED Teachers	100%
% State/National Certified Teachers	47%%
% State Certified Leaders	100%
% State/Board certified Counselors	100%
Number of teacher applicants per 2021-22 school year	20

Reflection	
Areas of Strength	Areas of Need
Celebrating teacher - Highlighting teachers success, SPED teachers collaborating and celebrating awareness events (autism and down syndrome with whole campus)	Instructional support retention- More hands on/In class training before start date in classroom
Teacher supported with request in an approachable timely manner (Quick turn around with supplies, and clarafications)	Teacher retention - Work life balance Challenging/behavior Students being distributed evenly within grade level
Strong camaraderie between leaders (passionate leaders and established a strong relationship with teachers)	Being aware of when tasks are due with ample time and awareness of instructional time and testing.

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Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	90.99
% Overall Persistence	95.26
% New Student Persistence	91.67
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	5.24%
% ELL	41%
% Eco Dis	88.69%
% Migrant	0.36
% Race: American-Indian- Alaska-Native	0
% Asian	3
% White-Hispanic	806
% Multi	0
% Black-African-American	2
% Native-Hawaiian-Pacific- Islander	0
% White	12
% Male	397
% Female	426

Data Source: School Culture and Climate

Reflections	
Areas of Strength	Areas of Need
Consistent with ADA celebrations (follow-through)	Find a way to individualize celebrations to include ALL students
On track as of now with persistence (surveys, validated par	Morning Meeting with fidelity (move this world/ morning quo
Grade levels (holiday inclusion)- making sure that all studen	Kickboard store (making it more often and more affordable) fo

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Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	100%
% Families Attended Curriculum Night	30%
% Families Who Attended EOY Ceremonies	40%
% Families who attended Fall Festival	80%
% Families who attended Winter Festival	20%
% Families who attended Spring Festival	80%

Reflection	
Areas of Strength	Areas of Need
Special performances where students are involved	Logistics of events to ensure that enough support is given to staff
Communication - using various forms, especially Facebook Live (parents are given enough time to plan)	Investing students to want to participate in school events
Attention to detail with the balloon arrangements	Lack of motivation for parents to attend events