

2015-16 Annual Report IDEA Public Schools

2015-16 Texas Academic Performance Report

District Name: **IDEA PUBLIC SCHOOLS**

District Number: **108807**

2016 Accountability Rating: **Met Standard**

This district is a Charter District.

2016 Special Education Determination Status:

Meets Requirements

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District Name: IDEA PUBLIC SCHOOLS
 County Name: HIDALGO
 District Number: 108807

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL [^]
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	71%	76%	67%	76%	85%	*	100%	*	*	55%	74%	72%
Mathematics	2016	75%	76%	78%	69%	78%	80%	*	94%	*	*	67%	76%	75%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	74%	83%	85%	83%	90%	*	100%	*	-	48%	81%	78%
Mathematics	2016	73%	75%	82%	85%	82%	93%	*	100%	*	-	56%	81%	78%
Writing	2016	69%	72%	76%	80%	75%	90%	*	93%	*	-	41%	74%	69%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 5 **														
Reading	2016	81%	79%	89%	86%	89%	97%	*	100%	*	-	41%	88%	85%
Mathematics	2016	86%	87%	95%	93%	94%	97%	*	100%	*	-	59%	94%	93%
Science	2016	74%	76%	85%	62%	85%	97%	*	100%	*	-	38%	84%	79%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 6														
Reading	2016	69%	63%	79%	77%	79%	82%	-	100%	*	*	42%	78%	71%
Mathematics	2016	72%	69%	84%	78%	84%	88%	-	100%	*	*	60%	83%	78%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 7														
Reading	2016	71%	65%	78%	75%	78%	77%	*	100%	*	*	33%	76%	62%
Mathematics	2016	69%	66%	81%	78%	81%	85%	*	92%	*	*	38%	80%	70%
Writing	2016	69%	67%	77%	76%	77%	81%	*	100%	*	*	29%	76%	59%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 8 **														
Reading	2016	87%	82%	93%	100%	93%	91%	*	100%	-	-	62%	92%	82%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
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		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 8 **														
Mathematics	2016	82%	82%	100%	-	100%	-	-	-	-	-	100%	100%	*
Science	2016	75%	72%	85%	100%	85%	86%	*	100%	-	-	51%	84%	74%
Social Studies	2016	63%	60%	80%	94%	80%	78%	*	86%	-	-	36%	80%	65%
STAAR Percent at Level II Satisfactory Standard or Above														
End of Course														
English I	2016	65%	59%	81%	73%	81%	94%	*	100%	*	*	42%	80%	62%
English II	2016	67%	60%	82%	*	81%	83%	*	100%	-	*	39%	80%	55%
Algebra I	2016	78%	79%	88%	89%	88%	87%	*	89%	-	-	67%	88%	85%
Biology	2016	87%	84%	97%	93%	97%	100%	*	100%	*	*	80%	97%	93%
U.S. History	2016	91%	88%	98%	-	98%	100%	-	100%	-	*	77%	97%	93%
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	73%	83%	79%	83%	87%	79%	98%	96%	89%	50%	82%	75%
Reading	2016	73%	68%	82%	77%	82%	86%	83%	100%	89%	93%	44%	81%	73%
Mathematics	2016	76%	77%	84%	79%	84%	88%	70%	97%	100%	71%	58%	83%	80%
Writing	2016	69%	69%	76%	77%	76%	85%	*	96%	*	*	34%	75%	65%
Science	2016	79%	78%	90%	87%	89%	94%	88%	100%	*	*	59%	89%	81%
Social Studies	2016	77%	74%	85%	94%	85%	84%	*	93%	-	*	48%	85%	69%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	40%	51%	33%	51%	61%	50%	86%	75%	73%	10%	49%	32%
Reading	2016	46%	40%	52%	42%	52%	63%	42%	81%	88%	71%	10%	49%	33%

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STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Mathematics	2016	43%	42%	52%	40%	51%	61%	*	85%	71%	*	15%	50%	42%
Writing	2016	41%	41%	48%	41%	48%	57%	*	88%	*	*	9%	46%	33%
Science	2016	47%	43%	61%	52%	61%	78%	63%	93%	*	*	20%	60%	39%
Social Studies	2016	47%	40%	56%	72%	55%	62%	*	86%	-	*	16%	55%	27%
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	15%	23%	18%	23%	30%	*	60%	43%	46%	9%	22%	16%
Reading	2016	17%	13%	22%	19%	21%	29%	*	57%	*	36%	7%	20%	16%
Mathematics	2016	19%	17%	25%	16%	25%	30%	*	67%	*	*	12%	24%	21%
Writing	2016	15%	14%	18%	14%	17%	23%	*	43%	*	*	8%	16%	13%
Science	2016	16%	13%	25%	22%	24%	42%	*	63%	*	*	9%	23%	10%
Social Studies	2016	22%	15%	29%	39%	28%	32%	*	64%	-	*	7%	28%	11%
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	62%	70%	71%	70%	71%	*	82%	*	*	59%	69%	70%
Reading	2016	60%	60%	69%	66%	69%	68%	*	81%	*	*	62%	69%	69%
Mathematics	2016	63%	65%	71%	76%	70%	73%	*	82%	*	*	56%	70%	70%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	18%	25%	23%	24%	26%	*	41%	*	*	17%	24%	26%
Reading	2016	16%	17%	24%	19%	24%	23%	*	35%	*	*	19%	24%	27%
Mathematics	2016	17%	19%	25%	28%	25%	29%	*	48%	*	*	14%	25%	26%

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		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	36%	49%	49%	49%	41%	*	*	-	-	26%	48%	45%

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	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	73%	70%	81%	71%	81%	94%	*	100%	*	-	27%	80%	73%
Students Requiring Accelerated Instruction													
2016	27%	30%	19%	*	19%	*	*	*	*	-	73%	20%	27%
STAAR Cumulative Met Standard													
2016	80%	79%	89%	86%	88%	97%	*	100%	*	-	36%	88%	84%
Grade 5 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	77%	78%	88%	86%	88%	90%	*	100%	*	-	43%	87%	84%
Students Requiring Accelerated Instruction													
2016	23%	22%	12%	*	12%	*	*	*	*	-	57%	13%	16%
STAAR Cumulative Met Standard													
2016	85%	87%	94%	93%	94%	97%	*	100%	*	-	55%	94%	93%

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Student Success Initiative													
Grade 8 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	80%	74%	87%	100%	87%	89%	*	100%	-	-	49%	86%	71%
Students Requiring Accelerated Instruction													
2016	20%	26%	13%	*	13%	11%	*	*	-	-	51%	14%	29%
STAAR Cumulative Met Standard													
2016	86%	81%	92%	100%	92%	91%	*	100%	-	-	59%	92%	81%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 01	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	73%	83%	78%	78%	-	-	*	72%	72%	*	78%	75%	75%
Reading	2016	73%	68%	82%	77%	77%	-	-	*	69%	69%	*	74%	73%	73%
Mathematics	2016	76%	77%	84%	81%	81%	-	-	*	78%	78%	-	84%	80%	80%
Writing	2016	69%	69%	76%	69%	69%	-	-	-	59%	59%	-	63%	65%	65%
Science	2016	79%	78%	90%	79%	79%	-	-	*	84%	84%	-	87%	81%	81%
Social Studies	2016	77%	74%	85%	-	-	-	-	-	68%	68%	-	83%	68%	69%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	40%	51%	38%	38%	-	-	*	29%	29%	-	34%	32%	32%
Reading	2016	46%	40%	52%	42%	42%	-	-	*	27%	27%	-	41%	33%	33%
Mathematics	2016	43%	42%	52%	44%	44%	-	-	*	41%	41%	-	43%	42%	42%
Writing	2016	41%	41%	48%	39%	39%	-	-	-	29%	29%	-	31%	33%	33%
Science	2016	47%	43%	61%	31%	31%	-	-	*	48%	48%	-	39%	39%	39%
Social Studies	2016	47%	40%	56%	-	-	-	-	-	27%	27%	-	29%	27%	27%
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	15%	23%	20%	20%	-	-	*	13%	13%	*	16%	16%	16%
Reading	2016	17%	13%	22%	21%	21%	-	-	*	10%	10%	*	17%	15%	16%
Mathematics	2016	19%	17%	25%	24%	24%	-	-	*	18%	18%	-	21%	21%	21%
Writing	2016	15%	14%	18%	16%	16%	-	-	-	9%	9%	-	13%	13%	13%
Science	2016	16%	13%	25%	8%	8%	-	-	*	13%	13%	-	*	10%	10%

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(Current Year ELL Students)

		State	Region 01	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Advanced Standard															
All Grades															
Social Studies	2016	22%	15%	29%	-	-	-	-	-	11%	11%	-	*	11%	11%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	62%	70%	71%	71%	-	-	*	67%	67%	-	62%	69%	69%
Reading	2016	60%	60%	69%	69%	69%	-	-	*	68%	69%	-	58%	69%	68%
Mathematics	2016	63%	65%	71%	73%	73%	-	-	*	65%	65%	-	66%	69%	69%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	18%	25%	31%	31%	-	-	*	21%	21%	-	20%	26%	26%
Reading	2016	16%	17%	24%	31%	31%	-	-	*	23%	23%	-	19%	27%	27%
Mathematics	2016	17%	19%	25%	31%	31%	-	-	*	18%	18%	-	21%	25%	25%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	36%	49%	49%	49%	-	-	*	44%	44%	-	33%	46%	45%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Participation

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	98%	99%	98%	97%	100%	99%	100%	100%	98%	98%	96%
Not Included in Accountability													
Mobile	4%	3%	1%	1%	1%	1%	0%	1%	0%	0%	0%	1%	1%
Other Exclusions	1%	2%	1%	0%	1%	2%	0%	0%	0%	0%	1%	1%	3%
Not Tested	1%	1%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Attendance and Postsecondary Readiness

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.5%	97.6%	97.0%	97.6%	96.9%	97.1%	98.7%	99.0%	97.2%	97.0%	97.6%	97.9%
2013-14	95.9%	95.7%	98.0%	97.3%	98.0%	97.1%	97.2%	99.0%	97.9%	98.4%	97.5%	97.9%	98.2%
Annual Dropout Rate (Gr 7-8)													
2014-15	0.3%	0.2%	0.1%	0.0%	0.0%	1.1%	0.0%	0.0%	-	0.0%	0.0%	0.1%	0.1%
2013-14	0.5%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2014-15	2.1%	2.0%	0.1%	0.0%	0.1%	0.0%	*	0.0%	*	0.0%	0.0%	0.1%	0.0%
2013-14	2.2%	2.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	*	0.0%	0.0%	0.4%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	89.0%	88.2%	99.1%	*	99.0%	100.0%	*	100.0%	-	-	96.4%	98.9%	94.9%
Received GED	0.6%	0.3%	0.0%	*	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
Continued HS	4.1%	4.9%	0.6%	*	0.6%	0.0%	*	0.0%	-	-	3.6%	0.6%	2.6%
Dropped Out	6.3%	6.6%	0.4%	*	0.4%	0.0%	*	0.0%	-	-	0.0%	0.4%	2.6%
Graduates and GED	89.6%	88.5%	99.1%	*	99.0%	100.0%	*	100.0%	-	-	96.4%	98.9%	94.9%
Grads, GED, & Cont	93.7%	93.4%	99.6%	*	99.6%	100.0%	*	100.0%	-	-	100.0%	99.6%	97.4%
Class of 2014													
Graduated	88.3%	87.3%	98.0%	-	98.0%	100.0%	-	100.0%	*	-	83.3%	97.8%	87.1%
Received GED	0.8%	0.5%	0.0%	-	0.0%	0.0%	-	0.0%	*	-	0.0%	0.0%	0.0%
Continued HS	4.3%	5.3%	2.0%	-	2.0%	0.0%	-	0.0%	*	-	16.7%	2.2%	12.9%
Dropped Out	6.6%	6.9%	0.0%	-	0.0%	0.0%	-	0.0%	*	-	0.0%	0.0%	0.0%
Graduates and GED	89.1%	87.8%	98.0%	-	98.0%	100.0%	-	100.0%	*	-	83.3%	97.8%	87.1%
Grads, GED, & Cont	93.4%	93.1%	100.0%	-	100.0%	100.0%	-	100.0%	*	-	100.0%	100.0%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.4%	90.0%	99.8%	-	99.8%	100.0%	-	100.0%	*	-	95.7%	99.8%	100.0%
Received GED	1.0%	0.6%	0.0%	-	0.0%	0.0%	-	0.0%	*	-	0.0%	0.0%	0.0%
Continued HS	1.3%	1.8%	0.2%	-	0.2%	0.0%	-	0.0%	*	-	4.3%	0.2%	0.0%
Dropped Out	7.2%	7.5%	0.0%	-	0.0%	0.0%	-	0.0%	*	-	0.0%	0.0%	0.0%
Graduates and GED	91.5%	90.6%	99.8%	-	99.8%	100.0%	-	100.0%	*	-	95.7%	99.8%	100.0%
Grads, GED, & Cont	92.8%	92.5%	100.0%	-	100.0%	100.0%	-	100.0%	*	-	100.0%	100.0%	100.0%
Class of 2013													
Graduated	90.4%	90.1%	99.3%	*	99.3%	100.0%	-	100.0%	*	-	100.0%	99.2%	92.9%
Received GED	1.1%	0.8%	0.2%	*	0.2%	0.0%	-	0.0%	*	-	0.0%	0.3%	0.0%
Continued HS	1.3%	1.8%	0.5%	*	0.5%	0.0%	-	0.0%	*	-	0.0%	0.6%	7.1%
Dropped Out	7.2%	7.2%	0.0%	*	0.0%	0.0%	-	0.0%	*	-	0.0%	0.0%	0.0%
Graduates and GED	91.5%	91.0%	99.5%	*	99.5%	100.0%	-	100.0%	*	-	100.0%	99.4%	92.9%
Grads, GED, & Cont	92.8%	92.8%	100.0%	*	100.0%	100.0%	-	100.0%	*	-	100.0%	100.0%	100.0%

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6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	90.9%	91.0%	99.8%	*	99.8%	100.0%	-	100.0%	*	-	100.0%	99.7%	100.0%
Received GED	1.4%	1.0%	0.2%	*	0.2%	0.0%	-	0.0%	*	-	0.0%	0.3%	0.0%
Continued HS	0.6%	0.9%	0.0%	*	0.0%	0.0%	-	0.0%	*	-	0.0%	0.0%	0.0%
Dropped Out	7.2%	7.2%	0.0%	*	0.0%	0.0%	-	0.0%	*	-	0.0%	0.0%	0.0%
Graduates and GED	92.3%	91.9%	100.0%	*	100.0%	100.0%	-	100.0%	*	-	100.0%	100.0%	100.0%
Grads, GED, & Cont	92.8%	92.8%	100.0%	*	100.0%	100.0%	-	100.0%	*	-	100.0%	100.0%	100.0%
Class of 2012													
Graduated	90.9%	90.8%	100.0%	*	100.0%	*	-	*	-	-	*	100.0%	100.0%
Received GED	1.5%	1.2%	0.0%	*	0.0%	*	-	*	-	-	*	0.0%	0.0%
Continued HS	0.6%	1.0%	0.0%	*	0.0%	*	-	*	-	-	*	0.0%	0.0%
Dropped Out	7.0%	7.1%	0.0%	*	0.0%	*	-	*	-	-	*	0.0%	0.0%
Graduates and GED	92.4%	92.0%	100.0%	*	100.0%	*	-	*	-	-	*	100.0%	100.0%
Grads, GED, & Cont	93.0%	92.9%	100.0%	*	100.0%	*	-	*	-	-	*	100.0%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	89.0%	88.2%	99.1%	*	99.0%	100.0%	*	100.0%	-	-	96.4%	98.9%	94.9%
Class of 2014	88.3%	87.3%	97.8%	-	97.8%	100.0%	-	100.0%	*	-	83.3%	97.8%	87.1%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.4%	90.0%	99.6%	-	99.6%	100.0%	-	100.0%	*	-	91.7%	99.8%	100.0%
Class of 2013	90.4%	90.1%	99.3%	*	99.3%	100.0%	-	100.0%	*	-	100.0%	99.2%	92.9%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2015	86.1%	92.6%	97.2%	*	97.1%	100.0%	*	100.0%	-	-	51.9%	97.2%	91.9%
Class of 2014	85.5%	92.8%	98.8%	-	98.8%	100.0%	-	100.0%	*	-	75.0%	98.6%	92.6%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2015	84.1%	91.8%	97.2%	*	97.1%	100.0%	*	100.0%	-	-	51.9%	97.2%	91.9%
RHSP/DAP Graduates (Annual Rate)													
2014-15	84.3%	91.2%	97.1%	*	96.9%	100.0%	*	100.0%	-	-	51.7%	97.0%	92.5%
2013-14	83.8%	91.5%	98.8%	-	98.8%	100.0%	-	100.0%	*	-	76.2%	98.7%	92.6%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2014-15	82.2%	90.3%	97.1%	*	96.9%	100.0%	*	100.0%	-	-	51.7%	97.0%	92.5%
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Any Subject													
2014-15	54.5%	56.1%	59.8%	*	59.4%	50.0%	*	84.6%	-	*	59.5%	59.9%	54.5%
2013-14	53.2%	57.2%	96.3%	*	96.2%	100.0%	*	100.0%	*	-	77.8%	96.1%	94.0%
English Language Arts													
2014-15	29.0%	32.2%	2.5%	-	2.6%	0.0%	-	*	-	*	15.4%	3.0%	5.6%
2013-14	28.9%	33.8%	85.8%	*	85.8%	76.2%	*	100.0%	*	-	60.0%	85.1%	81.9%
Mathematics													
2014-15	43.8%	39.2%	*	-	*	-	-	-	-	-	-	*	-
2013-14	42.4%	40.0%	69.8%	*	69.5%	71.4%	*	93.3%	*	-	47.1%	68.5%	45.8%

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	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Science													
2014-15	12.7%	12.2%	*	-	*	-	-	-	-	-	-	*	-
2013-14	13.4%	15.6%	49.2%	*	49.0%	47.6%	*	66.7%	*	-	38.1%	47.2%	29.9%
Social Studies													
2014-15	28.4%	30.0%	80.2%	*	79.4%	87.5%	*	100.0%	-	-	83.3%	80.3%	69.0%
2013-14	27.8%	30.4%	72.6%	*	72.3%	76.2%	*	100.0%	*	-	55.8%	71.2%	67.5%
Advanced Course/Dual Credit Course Completion (Grades 9-12)													
Any Subject													
2014-15	34.6%	38.1%	24.2%	*	23.9%	20.0%	*	52.2%	-	0.0%	29.1%	24.7%	19.8%
2013-14	33.1%	37.8%	52.4%	16.7%	52.5%	42.9%	*	72.4%	*	*	38.0%	53.0%	43.0%
English Language Arts													
2014-15	15.7%	19.2%	1.3%	*	1.3%	0.0%	-	*	-	0.0%	5.0%	1.5%	3.1%
2013-14	15.4%	18.8%	37.1%	16.7%	37.3%	25.4%	*	55.2%	*	*	24.6%	37.1%	28.9%
Mathematics													
2014-15	19.4%	17.6%	*	-	*	-	-	-	-	-	-	*	-
2013-14	18.8%	18.6%	30.1%	16.7%	30.1%	24.2%	*	50.0%	*	*	19.5%	29.8%	16.3%
Science													
2014-15	5.2%	5.0%	0.3%	-	0.3%	0.0%	-	*	-	-	0.0%	0.4%	0.0%
2013-14	5.6%	6.3%	20.3%	0.0%	20.3%	16.1%	*	35.7%	*	*	14.0%	19.7%	10.2%
Social Studies													
2014-15	19.5%	19.6%	53.4%	*	52.5%	87.5%	*	85.7%	-	*	65.8%	53.3%	52.4%
2013-14	18.3%	18.0%	34.6%	16.7%	34.4%	29.0%	*	69.0%	*	*	23.6%	34.0%	26.3%
College-Ready Graduates													
English Language Arts													
2014-15	42.0%	27.0%	34.0%	*	32.0%	33.0%	*	91.0%	-	-	8.0%	30.0%	3.0%
Mathematics													
2014-15	38.0%	21.0%	30.0%	*	29.0%	22.0%	*	91.0%	-	-	8.0%	26.0%	8.0%
Both Subjects													
2014-15	35.0%	19.0%	28.0%	*	27.0%	22.0%	*	91.0%	-	-	8.0%	24.0%	0.0%
Either Subject													
2014-15	45.0%	29.0%	35.0%	*	34.0%	33.0%	*	91.0%	-	-	8.0%	32.0%	10.0%
College and Career Ready Graduates													
2014-15	74.5%	83.2%	95.8%	*	95.8%	88.9%	*	100.0%	-	-	75.9%	95.7%	92.5%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2014-15	10.6%	9.5%	8.4%	*	8.4%	11.1%	*	0.0%	-	-	3.4%	8.0%	2.5%
Mathematics													
2014-15	7.1%	5.7%	4.8%	*	5.0%	0.0%	*	0.0%	-	-	3.4%	4.3%	7.5%
Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)													
2014-15	48.1%	52.0%	95.6%	*	95.6%	88.9%	*	100.0%	-	-	75.9%	95.7%	92.5%

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	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2014-15	10.6%	17.5%	0.0%	*	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
AP/IB Course Completion (Annual Graduates)													
2014-15	43.4%	49.2%	99.1%	*	99.0%	100.0%	*	100.0%	-	-	86.2%	99.1%	97.5%
CTE Coherent Sequence (Annual Graduates)													
2014-15	46.6%	71.5%	0.0%	*	0.0%	0.0%	*	0.0%	-	-	0.0%	0.0%	0.0%
2013-14	46.4%	68.0%	0.0%	-	0.0%	0.0%	-	0.0%	*	-	0.0%	0.0%	0.0%
AP/IB Results (Participation)													
All Subjects													
2015	24.9%	27.8%	86.7%	*	86.5%	93.1%	*	94.1%	*	*	n/a	85.3%	n/a
2014	23.5%	26.2%	84.6%	*	84.5%	81.0%	*	100.0%	*	-	n/a	84.2%	n/a
English Language Arts													
2015	15.1%	17.6%	81.8%	*	81.3%	93.1%	*	94.1%	*	*	n/a	80.4%	n/a
2014	15.0%	16.9%	81.2%	*	80.9%	81.0%	*	100.0%	*	-	n/a	80.5%	n/a
Mathematics													
2015	6.8%	5.0%	32.4%	*	32.2%	20.7%	*	64.7%	*	*	n/a	31.5%	n/a
2014	6.5%	4.5%	22.9%	*	23.0%	14.3%	*	25.0%	*	-	n/a	22.5%	n/a
Science													
2015	10.2%	9.8%	79.5%	*	79.3%	82.8%	*	94.1%	*	*	n/a	78.1%	n/a
2014	6.9%	7.4%	38.2%	*	38.0%	33.3%	*	62.5%	*	-	n/a	36.8%	n/a
Social Studies													
2015	14.4%	16.4%	80.1%	*	79.7%	86.2%	*	94.1%	*	*	n/a	78.9%	n/a
2014	13.8%	15.1%	67.8%	*	67.3%	71.4%	*	100.0%	*	-	n/a	66.5%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2015	49.1%	35.2%	58.1%	*	58.1%	40.7%	*	87.5%	-	*	n/a	58.2%	n/a
2014	51.3%	34.8%	42.2%	*	41.5%	35.3%	*	93.8%	*	-	n/a	40.7%	n/a
English Language Arts													
2015	43.7%	16.6%	19.5%	*	18.0%	25.9%	*	81.3%	-	*	n/a	16.2%	n/a
2014	44.7%	16.3%	13.8%	*	12.3%	17.6%	*	87.5%	*	-	n/a	10.7%	n/a
Mathematics													
2015	51.7%	24.4%	12.3%	*	10.7%	16.7%	-	63.6%	-	-	n/a	10.1%	n/a
2014	53.6%	25.0%	12.3%	-	11.1%	*	-	*	*	-	n/a	8.5%	n/a
Science													
2015	35.4%	15.3%	9.1%	*	7.9%	12.5%	*	62.5%	-	*	n/a	7.7%	n/a
2014	45.7%	19.4%	13.4%	-	11.3%	42.9%	-	70.0%	*	-	n/a	9.6%	n/a
Social Studies													
2015	40.1%	12.1%	16.2%	*	15.1%	16.0%	*	68.8%	-	*	n/a	13.9%	n/a
2014	41.6%	12.3%	13.9%	*	12.9%	13.3%	-	56.3%	*	-	n/a	10.1%	n/a

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	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
SAT/ACT Results													
Tested													
Class of 2015	68.3%	65.9%	?	*	?	?	*	100.0%	?	-	n/a	?	n/a
Class of 2014	66.3%	66.7%	?	-	?	87.5%	-	100.0%	*	-	n/a	?	n/a
At/Above Criterion													
Class of 2015	24.3%	10.5%	18.3%	*	16.8%	28.6%	*	90.9%	*	-	n/a	15.8%	n/a
Class of 2014	25.1%	9.7%	12.6%	-	11.6%	28.6%	-	80.0%	*	-	n/a	10.5%	n/a
Average SAT Score													
All Subjects													
Class of 2015	1394	1319	1333	-	1304	*	-	1870	-	-	n/a	1301	n/a
Class of 2014	1417	1318	1347	-	1334	*	-	*	*	-	n/a	1320	n/a
English Language Arts and Writing													
Class of 2015	912	862	866	-	847	*	-	1212	-	-	n/a	843	n/a
Class of 2014	925	861	877	-	868	*	-	*	*	-	n/a	857	n/a
Mathematics													
Class of 2015	482	456	466	-	456	*	-	658	-	-	n/a	458	n/a
Class of 2014	491	457	470	-	466	*	-	*	*	-	n/a	464	n/a
Average ACT Score													
All Subjects													
Class of 2015	20.6	18.0	19.6	*	19.3	22.2	*	29.5	*	-	n/a	19.3	n/a
Class of 2014	20.6	17.9	19.1	-	18.9	21.1	-	27.8	*	-	n/a	18.7	n/a
English Language Arts													
Class of 2015	20.1	17.3	19.1	*	18.8	22.0	*	30.2	*	-	n/a	18.7	n/a
Class of 2014	20.0	17.1	18.5	-	18.3	20.8	-	28.5	*	-	n/a	18.0	n/a
Mathematics													
Class of 2015	20.9	18.4	19.6	*	19.4	22.2	*	29.2	*	-	n/a	19.4	n/a
Class of 2014	21.2	18.6	19.4	-	19.3	20.6	-	28.4	*	-	n/a	19.1	n/a
Science													
Class of 2015	20.7	18.6	20.0	*	19.9	22.1	*	28.6	*	-	n/a	19.8	n/a
Class of 2014	20.7	18.3	19.4	-	19.3	21.1	-	26.4	*	-	n/a	19.1	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2013-14	57.5%	61.6%	91.4%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	56.9%	59.8%	91.6%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2013-14	70.5%	63.8%	72.1%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	70.8%	64.1%	77.7%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Student Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Students:	23,525	100.0%	5,284,252	100.0%
Students by Grade:				
Early Childhood Education	0	0.0%	13,009	0.2%
Pre-Kindergarten	394	1.7%	220,390	4.2%
Kindergarten	2,578	11.0%	376,505	7.1%
Grade 1	2,453	10.4%	409,767	7.8%
Grade 2	2,367	10.1%	411,080	7.8%
Grade 3	2,061	8.8%	409,157	7.7%
Grade 4	1,708	7.3%	396,895	7.5%
Grade 5	1,597	6.8%	393,941	7.5%
Grade 6	2,668	11.3%	390,379	7.4%
Grade 7	2,144	9.1%	389,411	7.4%
Grade 8	1,768	7.5%	386,455	7.3%
Grade 9	1,539	6.5%	428,470	8.1%
Grade 10	1,006	4.3%	386,290	7.3%
Grade 11	718	3.1%	351,888	6.7%
Grade 12	524	2.2%	320,615	6.1%
Ethnic Distribution:				
African American	619	2.6%	666,933	12.6%
Hispanic	22,029	93.6%	2,760,302	52.2%
White	621	2.6%	1,507,225	28.5%
American Indian	19	0.1%	20,855	0.4%
Asian	189	0.8%	212,973	4.0%
Pacific Islander	13	0.1%	7,392	0.1%
Two or More Races	35	0.1%	108,572	2.1%
Economically Disadvantaged	20,970	89.1%	3,118,758	59.0%
Non-Educationally Disadvantaged	2,555	10.9%	2,165,494	41.0%
English Language Learners (ELL)	8,216	34.9%	979,868	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	76,611	1.4%
At-Risk	11,623	49.4%	2,645,402	50.1%
Graduates (Class of 2015):				
Total Graduates	545	100.0%	313,397	100.0%
By Ethnicity (incl. Special Ed.):				
African American	1	0.2%	39,692	12.7%
Hispanic	522	95.8%	148,966	47.5%
White	9	1.7%	104,377	33.3%
American Indian	2	0.4%	1,335	0.4%
Asian	11	2.0%	13,090	4.2%
Pacific Islander	0	0.0%	486	0.2%
Two or More Races	0	0.0%	5,451	1.7%

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<u>Student Information</u>	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	16	2.9%	46,723	14.9%
Recommended H.S. Program/DAP	529	97.1%	251,524	80.3%
Foundation High School Plan (No Endorsement)	0	0.0%	8,982	2.9%
Foundation High School Plan (Endorsement)	0	0.0%	523	0.2%
Foundation High School Plan (DLA)	0	0.0%	5,645	1.8%
Special Education Graduates	29	5.3%	23,541	7.5%

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<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	1.5%	1.9%	15.2%	8.2%
Grade 1	2.9%	4.1%	12.0%	7.4%
Grade 2	4.7%	2.7%	15.2%	3.4%
Grade 3	2.6%	2.0%	4.1%	1.6%
Grade 4	1.1%	1.0%	0.0%	0.8%
Grade 5	2.0%	0.9%	5.2%	1.0%
Grade 6	0.6%	0.6%	7.8%	0.8%
Grade 7	0.8%	0.8%	11.9%	0.9%
Grade 8	1.4%	0.8%	11.5%	1.3%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
PID Errors (students) ##	-	-	-	-
Underreported Students	15	0.2%	7,834	0.3%

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	28.6	18.9
Grade 1	30.7	19.1
Grade 2	30.8	19.1
Grade 3	28.6	19.1
Grade 4	28.6	19.0
Grade 5	29.2	20.8
Grade 6	29.1	20.4
Secondary:		
English/Language Arts	22.8	17.1
Foreign Languages	21.7	19.1
Mathematics	22.6	18.1
Science	23.3	19.1
Social Studies	23.9	19.5

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Staff Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	2,520.9	100.0%	688,142.2	100.0%
Professional Staff:	1,572.0	62.4%	442,538.0	64.3%
Teachers	1,036.8	41.1%	347,272.1	50.5%
Professional Support	363.5	14.4%	67,755.2	9.8%
Campus Administration (School Leadership)	150.7	6.0%	20,170.5	2.9%
Central Administration	21.0	0.8%	7,340.2	1.1%
Educational Aides:	301.9	12.0%	65,803.2	9.6%
Auxiliary Staff:	647.0	25.7%	179,800.9	26.1%
Total Minority Staff:	2,174.1	86.2%	331,599.3	48.2%
Teachers by Ethnicity and Sex:				
African American	38.3	3.7%	34,949.8	10.1%
Hispanic	797.5	76.9%	90,214.9	26.0%
White	182.6	17.6%	211,190.4	60.8%
American Indian	3.0	0.3%	1,242.9	0.4%
Asian	14.4	1.4%	5,134.3	1.5%
Pacific Islander	0.0	0.0%	819.3	0.2%
Two or More Races	1.0	0.1%	3,720.6	1.1%
Males	291.2	28.1%	81,756.8	23.5%
Females	745.7	71.9%	265,515.3	76.5%
Teachers by Highest Degree Held:				
No Degree	54.0	5.2%	3,524.0	1.0%
Bachelors	835.2	80.6%	259,559.7	74.7%
Masters	143.6	13.9%	82,029.5	23.6%
Doctorate	4.0	0.4%	2,158.9	0.6%
Teachers by Years of Experience:				
Beginning Teachers	401.4	38.7%	27,995.4	8.1%
1-5 Years Experience	508.3	49.0%	94,786.9	27.3%
6-10 Years Experience	80.9	7.8%	75,285.1	21.7%
11-20 Years Experience	41.2	4.0%	94,649.7	27.3%
Over 20 Years Experience	5.0	0.5%	54,555.0	15.7%
Number of Students per Teacher	22.7	n/a	15.2	n/a

District Name: IDEA PUBLIC SCHOOLS
 County Name: HIDALGO
 District Number: 108807

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Profile

Staff Information	District	State
Average Years Experience of Teachers:	2.4	10.9
Average Years Experience of Teachers with District:	1.6	7.3
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$43,178	\$45,507
1-5 Years Experience	\$48,483	\$47,996
6-10 Years Experience	\$51,313	\$50,459
11-20 Years Experience	\$54,012	\$53,794
Over 20 Years Experience	\$62,467	\$60,613
Average Actual Salaries (regular duties only):		
Teachers	\$46,937	\$51,891
Professional Support	\$53,522	\$61,145
Campus Administration (School Leadership)	\$71,179	\$75,654
Central Administration	\$124,927	\$99,111
Instructional Staff Percent:	54.4	64.5
Turnover Rate for Teachers:	20.6	16.5
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,116.6
Educational Aides	0.0	230.6
Auxiliary Staff	0.0	493.6
Contracted Instructional Staff:	0.0	1,914.4

District Name: IDEA PUBLIC SCHOOLS
 County Name: HIDALGO
 District Number: 108807

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Profile

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	8,092	34.4%	968,569	18.3%
Career & Technical Education	773	3.3%	1,284,748	24.3%
Gifted & Talented Education	0	0.0%	404,540	7.7%
Special Education	1,107	4.7%	453,955	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	20,650.0	5.9%
Career & Technical Education	0.0	0.0%	15,311.2	4.4%
Compensatory Education	0.0	0.0%	10,066.4	2.9%
Gifted & Talented Education	0.0	0.0%	6,656.1	1.9%
Regular Education	966.2	93.2%	252,100.4	72.6%
Special Education	70.6	6.8%	30,567.0	8.8%
Other	0.0	0.0%	11,921.0	3.4%

Link to:
[PEIMS Financial Standard Reports/](#)
[2014-2015 Financial Actual Report](#)

^{1A} Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

^{1B} Indicates results are masked due to small numbers to protect student confidentiality.

¹ Indicates zero observations reported for this group.

^{n/a} Indicates data reporting is not applicable for this group.

^{1B*1} Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

[?] Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

^{###} Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.



2014-2015 Actual Financial data

Totals for Idea Public Schools (108807)

Total Membership: 19,227

	<u>District</u>						<u>\$</u>	
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	
Receipts								
<u>Total Revenue</u>	165,874,158	100.00%	8,627	213,067,937	100.00%	11,082	56,133,489,714	1
Local Tax	0	0.00%	0	0	0.00%	0	25,280,136,712	
Other Local and Intermediate	3,696,734	2.23%	192	11,818,260	5.55%	615	2,184,020,956	
State	161,605,687	97.43%	8,405	164,060,669	77.00%	8,533	22,814,894,859	
Federal	571,737	0.34%	30	37,189,008	17.45%	1,934	5,854,437,187	
<u>Total Receipts</u>	165,878,225	100.00%	8,627	213,074,604	100.00%	11,082	78,601,559,619	1
Total Revenue	165,874,158	100.00%	8,627	213,067,937	100.00%	11,082	56,133,489,714	1
Equity Transfers	0	0.00%	0	0	0.00%	0	1,496,609,416	
Total Other Resources	4,067	0.00%	0	6,667	0.00%	0	20,971,460,489	
Net Assets (Charters schools)								
<u>Total Net Assets**</u>	N/A			76,223,251	35.77%	3,964	769,348,355	
Unrestricted Net Assets	N/A			772,015	0.36%	40	260,951,426	
Temporarily Restricted Net Assets	N/A			75,451,236	35.41%	3,924	507,753,817	
Permanently Restricted Net Assets	N/A			0	0.00%	0	418,243	
Disbursements								
<u>Total Expenditures</u>								
BY OBJECT	149,794,097	100.00%	7,791	194,650,325	100.00%	10,124	60,977,192,546	1
Payroll (Objects 6100)	96,322,638	64.30%	5,010	109,251,074	56.13%	5,682	37,049,271,624	
Other Operating (Objects 6200-6400)	42,036,593	28.06%	2,186	73,797,522	37.91%	3,838	10,508,649,793	
Debt Service (Objects 6500)	11,434,866	7.63%	595	11,601,729	5.96%	603	7,236,507,503	
Capital Outlay (Objects 6600)	0	0.00%	0	0	0.00%	0	6,182,763,626	
BY FUNCTION (Objects 6100-6400 only)								
Debt Service (71)	0		0	0		0	494,213	
Facilities Acquisition & Construction (81)	0		0	0		0	329,486,348	
Total Operating Expenditures	138,359,231	100.00%	7,196	183,048,596	100.00%	9,520	47,227,940,856	1
Instruction (11,95)	66,203,387	47.85%	3,443	83,630,737	45.69%	4,350	26,871,610,227	
Instructional Res Media (12)	1,177,035	0.85%	61	1,963,612	1.07%	102	586,142,869	
Curriculum/Staff Develop (13)	1,457,391	1.05%	76	3,049,177	1.67%	159	1,001,022,261	
Instructional Leadership (21)	3,094,563	2.24%	161	5,795,830	3.17%	301	718,051,639	
School Leadership (23)	16,389,968	11.85%	852	18,218,679	9.95%	948	2,722,138,250	
Guidance Counseling Svcs (31)	4,994,228	3.61%	260	7,498,255	4.10%	390	1,668,235,063	
Social Work Services (32)	0	0.00%	0	0	0.00%	0	128,116,298	
Health Services (33)	757,490	0.55%	39	801,854	0.44%	42	473,216,577	
Transportation (34)	8,188,131	5.92%	426	8,240,505	4.50%	429	1,347,546,868	
Food (35)	336,916	0.24%	18	12,193,209	6.66%	634	2,699,811,544	
Extracurricular (36)	1,748,606	1.26%	91	1,877,919	1.03%	98	1,367,198,521	
General Administration (41,92)	11,057,618	7.99%	575	13,013,077	7.11%	677	1,475,276,145	
Plant Maint/Operation (51)	19,705,933	14.24%	1,025	20,791,571	11.36%	1,081	4,693,527,961	
Security/Monitoring (52)	757,050	0.55%	39	796,596	0.44%	41	413,839,438	
Data Processing Services (53)	2,404,914	1.74%	125	4,765,085	2.60%	248	841,708,130	
Community Services (61)	86,001	0.06%	4	412,490	0.23%	21	220,499,065	
<u>Total Disbursements</u>	154,087,749	100.00%	8,014	198,943,977	100.00%	10,347	75,481,160,718	1
Total Expenditures	149,794,097	97.21%	7,791	194,650,325	97.84%	10,124	60,977,192,546	1
Equity Transfers	0	0.00%	0	0	0.00%	0	1,496,609,416	

Total Other Uses	4,293,652	2.79%	223	4,293,652	2.16%	223	12,392,399,682
Intergovernmental Charge	0	0.00%	0	0	0.00%	0	614,959,074

Program Expenditures

<u>Operating Expenditures - Program</u>	95,511,796	100.00%	4,968	117,191,456	100.00%	6,095	35,244,680,101	1
Regular	69,935,188	73.22%	3,637	80,505,208	68.70%	4,187	21,166,857,496	
Gifted and Talented	0	0.00%	0	0	0.00%	0	398,047,499	
Career and Technical	0	0.00%	0	0	0.00%	0	1,293,287,689	
Students with Disabilities	4,410,471	4.62%	229	6,181,288	5.27%	321	5,342,939,885	
Accelerated Education	17,123,035	17.93%	891	21,500,278	18.35%	1,118	1,785,245,681	
Bilingual	2,477,107	2.59%	129	3,002,396	2.56%	156	871,163,578	
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	133,254,572	
Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0	214,449,433	
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	24,917,911	
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	4,369,805	3.73%	227	1,857,002,479	
Athletics/Related Activities	1,409,386	1.48%	73	1,475,872	1.26%	77	919,076,645	
High School Allotment	156,609	0.16%	8	156,609	0.13%	8	406,767,398	
Prekindergarten	0	0.00%	0	0	0.00%	0	831,669,835	

District**S****Instructional Expenditure Ratio**

52.7%

Net Assets Percentage of total budgeted expenditures

2014-2015 Charter Schools' All Funds Unrestricted Net Assets***	772,015	260,951,426
2014-2015 Charter Schools' All Funds Total Budgeted Expenditures	156,560,842	1,809,025,738
2014-2015 Charter Schools' Percent of Total Budgeted Expenditures	0.5%	14.4%

** Net Assets percentages are calculated by dividing the net asset balance by the all funds total revenue. Open-enrollment charter schools report net assets instead of fund balances and do not report t
The percentages illustrate the size of the net assets in relation to total revenues.

*** The TEA does not have encumbrance data to subtract from the net assets.



2015-2016 Budgeted Financial data

Totals for Idea Public Schools (108807)

Total Membership: 23,525

	General Fund	%	Per Student	All Funds	%	Per Student
Receipts						
Total Revenue	195,372,257	100.00%	8,305	212,277,019	100.00%	9,023
Local Tax	0	0.00%	0	0	0.00%	0
Other Local and Intermediate	2,722,458	1.39%	116	4,087,862	1.93%	174
State	192,049,799	98.30%	8,164	192,049,799	90.47%	8,164
Federal	600,000	0.31%	26	16,139,358	7.60%	686
Total Receipts	195,372,257	100.00%	8,305	212,277,019	100.00%	9,023
Total Revenue	195,372,257	100.00%	8,305	212,277,019	100.00%	9,023
Equity Transfers	0	0.00%	0	0	0.00%	0
Total Other Resources	0	0.00%	0	0	0.00%	0
Disbursements						
Total Expenditures						
BY OBJECT	185,327,185	100.00%	7,878	201,048,106	100.00%	8,546
Payroll	123,735,848	66.77%	5,260	129,672,659	64.50%	5,512
Other Operating	48,046,618	25.93%	2,042	57,830,728	28.76%	2,458
Debt Service	13,544,719	7.31%	576	13,544,719	6.74%	576
Capital Outlay	0	0.00%	0	0	0.00%	0
BY FUNCTION (Objects 6100-6400 only)						
Community Services (61)	170,219		7	170,219		7
Total Operating Expenditures	171,612,247	100.00%	7,295	187,333,168	100.00%	7,963
Instruction (11,95)	81,688,945	47.60%	3,472	81,688,945	43.61%	3,472
Instructional Res Media (12)	1,510,358	0.88%	64	1,510,358	0.81%	64
Curriculum/Staff Develop (13)	2,501,146	1.46%	106	2,501,146	1.34%	106
Instructional Leadership (21)	4,693,269	2.73%	200	4,693,269	2.51%	200
School Leadership (23)	21,653,161	12.62%	920	21,653,161	11.56%	920
Guidance Counseling Svcs (31)	7,211,196	4.20%	307	7,211,196	3.85%	307
Social Work Services (32)	0	0.00%	0	0	0.00%	0
Health Services (33)	861,978	0.50%	37	862,428	0.46%	37
Transportation (34)	9,839,314	5.73%	418	9,839,314	5.25%	418
Food (35)	75,701	0.04%	3	15,397,872	8.22%	655
Extracurricular (36)	1,607,274	0.94%	68	1,607,274	0.86%	68
General Administration (41,92)	11,546,301	6.73%	491	11,546,301	6.16%	491
Plant Maint/Operation (51)	24,241,681	14.13%	1,030	24,639,981	13.15%	1,047
Security/Monitoring (52)	826,664	0.48%	35	826,664	0.44%	35
Data Processing Services (53)	3,355,259	1.96%	143	3,355,259	1.79%	143
Total Disbursements	185,327,185	100.00%	7,878	201,048,106	100.00%	8,546
Total Expenditures	185,327,185	100.00%	7,878	201,048,106	100.00%	8,546
Equity Transfers	0	0.00%	0	0	0.00%	0
Total Other Uses	0	0.00%	0	0	0.00%	0
Intergovernmental Charge	0	0.00%	0	0	0.00%	0

Program Expenditures

Operating Expenditures - Program	121,081,377	100.00%	5,147	121,081,377	100.00%	5,147
Regular	83,082,286	68.62%	3,532	83,082,286	68.62%	3,532
Gifted and Talented	0	0.00%	0	0	0.00%	0
Career and Technical	23,886	0.02%	1	23,886	0.02%	1
Students with Disabilities	6,942,520	5.73%	295	6,942,520	5.73%	295
Accelerated Education	19,533,989	16.13%	830	19,533,989	16.13%	830
Bilingual	8,839,733	7.30%	376	8,839,733	7.30%	376
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0
Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0
T1 A Schoolwide-St Comp>=40%	80,000	0.07%	3	80,000	0.07%	3
High School Allotment	1,198,113	0.99%	51	1,198,113	0.99%	51
Athletics/Related Activities	1,380,850	1.14%	59	1,380,850	1.14%	59
Prekindergarten	0	0.00%	0	0	0.00%	0



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2015-2016 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2015-2016 are listed below:

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Search:

CDN	Name	ESC	2015 FIRST Rating	2015 Accountability Rating	2015-2016 Accreditation Status	Reason For Status	Notes
108807	IDEA PUBLIC SCHOOLS	1	Pass	Met Standard	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,205 total entries)

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IDEA Academy Alamo

2015 – 2016 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
Needs Assessment Categories: S-STAAR D-DIBELS E-EO 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								
1E Reading and Math	Create a DI homework folder for grades k-2nd	0	All	K-2 Teachers and K-2 API	BOY-EOY	TeachersPayTeachers.com, Use of Dropbox to share files, SRA material	Charts for Neat and Complete HMWK	Graded, input into gradebook
1E Reading and Math	Create IW work and rigorous literacy center templates for grades k-2nd and make accessible.	0	ALL	K-2 Teachers and K-2 API	BOY-EOY	TeachersPayTeachers.com, Use of Dropbox to share files, SRA material	DI Data - IW Gradebook, Walkthrough Checklist	DI LP and Mastery IW Checklist
1E Reading and Math	Students will use individualized data trackers for the lower grades (k-2 nd) to promote further accountability.	0	ALL	K-2 Teachers and K-2 API	BOY-EOY	Incorporate with DI homework folder	Student tracker checklist	Weekly Sweep checks of folders
1E Reading and Math	Student portfolios will be used to track student progress and to be utilized during conferences and will include mastery tests, checkouts, weekly sample of independent work, behavior charts.	0	ALL	K-2 Teachers and K-2 API	BOY-EOY	File folders for each student, grade sheets	Student work, anecdotal notes, behavior charts	F/U during DC
1A & 1E Reading	Read Aloud K-4 th	0	ALL	K-4 Teachers, AR Manager, and Lead Team	BOY-EOY	Making Meaning Curriculum, Morning Meetin Curriculum	Walk throughs / Data Check-ins	
1A & 1E ELA	Writers workshop K-4th	0	All	K-4 Teachers and Lead Team	BOY-EOY	Teacherspayteachers.com kinder writing curriculum, district scope and sequence, revising and editing three folds and teacher training on storkbook extensions.	Student Work	Graded essays at end of writing process (weekly)
1A, 1E, 2F, 2D	Bi-weekly Mandatory teacher/parent conference with struggling students	0	ALL	K-4 Teachers	BOY-EOY	Parent Conference Log, student portfolios, student data, LTVNRC training for teachers	Parent Conference Log	Parent Survey
1A, 1E, 2F, 2D	Parent Academies (Curriculum Nights)	0	ALL	K-4 Teachers and Lead Team	BOY-EOY	DI curriculum	Parent Sign in Sheets	Session Feedback forms Parent Survey results

IDEA Academy Alamo

2015 – 2016 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1A, 1E, 2F, 2D, 2A	School wide behavior plan	DR, O	ALL	AC, K-4 Teachers and Lead Team	BOY/EOY	Project Wisdom Curriculum, Culture Kit, West Wing Referral forms	West Wing Logs	Walkthroughs and Observations
1A Reading Math	Data will be collection for daily independent work/exit tickets and weekly assessments.	S	ALL	3-4th Teachers, Lead Team	BOY/EOY	Data Collection Google Doc, Grade Cam Scantrons, Assessments	Walk throughs / Data Check-ins	
1A Read	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 & 1E Reading	Student's weekly grades from AR Book tests will be used to ensure that students are progressing over the independent work they are doing in class during Reading Workshop.	S, RR, O	ALL	AR Manager Reading Teachers	BOY/EOY	Scope and Sequence from district / Math Curriculum Adoption/ Teachers	Walk throughs / Data Check-ins	STAAR, Reading IW Grades
1A & 1E Reading	Bi-weekly data conversations will occur with appraiser to discuss data and next steps for struggling students.	S, O	ALL	K-4 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/Ias
1A Reading	Balanced Literacy Approach	S, RR	All	3rd & 4th ELA teachers, ELA interventionist, Lead Team	BOY/EOY	District Scope and Sequence/Reading Curriculum/DI Anthonologies/AR books/Teacher Collaboration	Walk throughs / Data Check-ins	Low-inference data collection (See column H) correlated & compared with student performance on gradecam/ IAs
1A Reading & Math	Intervention pull outs (Interventionist) Provide intervention opportunities during recess, conference or after school, or intervention block (kinder)	S	AR/EL L/ED/SE	Interventionist / 3rd, 4th teachers/ Lead Team	BOY/EOY	District Scope and Sequence/Reading and Math Curriculum/DI Anthonologies/AR books/Teacher Collaboratio/Math and Reading Workshops	Walk throughs / Data Check-ins	Exit Slips / WA/ RTI

IDEA Academy Alamo

2015 – 2016 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1E Reading and Math	Ambitious goals are set for students and follow NIFDI/IDEA curriculum guidelines	O	ALL	K-4 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
1E Reading and Math	Backwards planning is tracked throughout the year to insure that goals are met	O	ALL	K-4 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 and 1E Reading and Math	DI Data is used to identify students in need and provide intervention.	O	AR/EL L/ED/SE	K-4 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
1A and 1E Reading and Math	Students are held accountable for their goals by using objective trackers, lesson trackers and thermometer charts	O	ALL	K-4 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
1E Reading and Math	Ensure BOY placement is accurate	O	ALL	APIs	BOY/EOY	APIs/Rosters	Rosters	Data collection
1A and 1E Reading and Math	After School tutorial opportunities for struggling students	S, O	AR/EL L/ED/SE	K-4 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/
1A and 1E Reading and Math	Ensure that struggling students are on the RTI plan and tracked.	S,O	AR/EL L/ED/SE	K-4 Teachers and Lead Team, Interventionist, Sped Teacher	BOY/EOY	K-4 Teachers and Lead Team, Interventionist, Sped Teacher/Sylvan Learning	Attendance Rosters	RTI process/Student Data
1A and 1E Reading and Math, 2A, 2B	Coach and develop teachers through classroom observations followed by feedback and on the spot coaching.	S, O	All	Lead Team	BOY/EOY	Lead Team	Data/Feedback Forms/Check Ins/Walkthroughs	Walkthroughs and Observations

IDEA Academy Alamo

2015 – 2016 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1A and 1E Reading and Math, 2A, 2B	Train and support teachers in tracking students data	S, O, RR	ALL	Lead Team	BOY/EOY	Lead Team	Data/Feedback Forms/Check Ins/Walkthroughs	Walkthroughs and Observations
1A and 1E Reading and Math	Content Projects (DI based)	S, O	ALL	Teachers	BOY/EOY	Teachers	Walk throughs / Data Check-ins	Grades
1A	Use STAAR data to provide intervention for students in need.	S	AR/EL L/ED/SE	Teachers/Interventionist/Lead Team	BOY/EOY	Teachers/Interventionist/Lead Team	Data Checkins/RTI	STAAR results
1A and 1E Reading and Math	Use of higher order thinking skills through question stems.	S, O, RR, ST	ALL	Teachers/Lead Team	BOY/EOY	Teachers/Lead Team/HOT Question Cue Cards	Walk-throughs Data Conversations Lesson Plans	STAAR results
2D & 2F	Conduct Open House to showcase student work	O	ALL	Teachers/Lead Team	BOY/EOY	Teachers/Lead Team	Feedback Forms	Parent Survey
2D & 2F	Email Parent Weekly to parents.	O	ALL	Academic Counselor	BOY/EOY	Academic Counselor	Emails	Check Ins
2D & 2F	Parents are informed of the learning goals of their student through Progress Towards Goals meetings.	O	ALL	Teachers/Lead Team	BOY/EOY	Teachers/Lead Team	Parent Conference Log/Call Log	Parent Survey
2D & 2F	Welcome back bash for families to a new school year	O	ALL	Teachers/Lead Team	BOY/EOY	Teachers/Lead Team	Lead Team Tactical	Parent Survey
2D & 2F	Career Day-invite community members to speak to our students	O	ALL	Academic Counselor	BOY/EOY	Academic Counselor	RASI	Check Ins
2D & 2F	College Awareness Day- invite representatives from local universities to speak to our students about college and different areas of study	O	ALL	Academic Counselor	BOY/EOY	Academic Counselor	RASI	Check Ins
2D & 2F	Inviting parents to a Career Day where they can share their expertise with the students.	O	ALL	Academic Counselor	BOY/EOY	Academic Counselor	RASI	Check Ins
2D & 2F	Family and community members are invited to participate in read aloud programs during the school year. (Read Across America)	O	ALL	Academic Counselor	BOY/EOY	Academic Counselor	RASI	Check Ins
2D & 2F	Student Portfolios with student work to better document a student's progress.	O	ALL	Teachers/Lead Team	BOY/EOY	Teachers/Lead Team	Parent Conference Log/Call Log	Parent Survey

IDEA Academy Alamo

2015 – 2016 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2D & 2F	Interactive homework to encourage children to discuss and interact with their families on what they are learning at school.	O	ALL	Teachers/Lead Team	BOY/EOY	Teachers/Lead Team	Homework Log	Parent Survey
2D & 2F	Send out Parent Weekly with important school news.	O	ALL	Academic Counselor/Admin Asst	BOY/EOY	Academic Counselor	Parent Weekly/Online	Check Ins
2D & 2F	Parent-Student-Teacher Contracts outlining specific responsibilities of everybody who makes an impact on the success of the student.	O	ALL	Teachers/Lead Team	BOY/EOY	Teachers/Lead Team	Contracts	Parent Survey
2D & 2F	Teachers are to send graded student work home on a weekly basis for parents to review.	O	ALL	Teachers	BOY/EOY	Teachers	Data Check Ins	Parent Survey
2D & 2F	Parent Investment and Culture Building Events: Food Drive in November, Secret Angel Toy Drive in December, Fall Festival and Spring Festival, Father/Daughter, Mother/Daughter, Father/Son, and Mother/Son events throughout the year, Winter Program	O	ALL	Lead Team, GLT	BOY/EOY	Lead Team, GLT	RASIs/Tactical Meetings/SBDM	Parent Survey
2D & 2F	Red Ribbon Week- invite community speakers to present information to our students	O	ALL	Academic Counselor	BOY/EOY	Academic Counselor	RASI	Check Ins
2D & 2F	Griffin Care	O	ALL	Administrative Assistant/Lunch Monitor	BOY/EOY	Administrative Assistant/Lunch Monitor	Sign In Sheets	Parent Survey
2D & 2F	Use the school marquee to relate important information to parents.	O	ALL	Receptionist/Administrative Assistant	BOY/EOY	Receptionist/Administrative Assistant	Marquee Log	Parent Survey
2D & 2F	Plan on semester field trips to celebrate student success.	O	ALL	GTL	BOY/EOY	GTL/Fundraising	Fieldtrip Forms/Letters/Fundraising Forms	Check Ins/GTL Meetings/SBDM
2D & 2F	Grade Level Newsletters	O	ALL	GTL	BOY/EOY	GTL	Weekly Newsletters	Parent Survey
2D & 2F	Quarter awards ceremony to celebrate student success in a timely manner.	O	ALL	Teachers/Lead Team	BOY/EOY	Teachers/Lead Team	RASI/Tactical Meeting Minutes	Parent Survey

IDEA Academy Alamo

2015 – 2016 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2A, 2B, 2D & 2F	Teacher-Parent Phone communication protocol	O	ALL	Lead Team, GLT	BOY/EOY	Lead Team, GLT	Protocol	Parent Survey, Staff Satisfaction Survey
2A & 2B	New discipline committee and plan for next school year	O	ALL	Lead Team, GLT	BOY/EOY	Lead Team, GLT	Protocol	Number of Referrals/Staff Satisfaction
2A & 2B	Afterschool child care for staff children (free of charge)	O	ALL	Administrative Assistant/Lunch Monitor	BOY/EOY	Administrative Assistant/Lunch Monitor	Sign In Sheets	Staff Satisfaction Survey/Teacher Retention
2A & 2B	Teacher appreciation week, appreciation gifts and events throughout the year	O	ALL	Lead Team/Administrative Assistant	BOY/EOY	Lead Team/Administrative Assistant	RASI/Tactical Meeting Minutes	Satisfaction Survey/Teacher Retention
2A & 2B	Professional development offered through headquarters and campus based DI and Non-DI, Behavior Management, Lesson Planning, Effective classroom Procedures, etc.	O	ALL	Lead Team/AST	BOY/EOY	Lead Team/AST	Sign In Sheets	Staff Satisfaction Survey/Teacher Retention
2A & 2B	Staff development cycle meetings	O	ALL	Lead Team/Campus Point Person	BOY/EOY	Lead Team/Campus Point Person	Talent Ed Form	Staff Satisfaction Survey/Teacher Retention
2A & 2B	Mentor Program for new hires and teachers moving to a different program.	O	ALL	Lead Team	BOY/EOY	Lead Team	Check Ins	Satisfaction Survey/Teacher Retention
2A & 2B	Provide for planning time- Develop a schedule where teachers will be relieved from classroom during Academic Block to allow for planning	O	ALL	Lead Team	BOY/EOY	Lead Team	Check Ins	Satisfaction Survey/Teacher Retention
2A & 2B	Staff "Shout Out Board" for students and staff to post shout outs in the Hallway	O	ALL	Lead Team	BOY/EOY	Lead Team	Check Ins	Staff Satisfaction Survey/Teacher Retention
2A & 2B	Bi-weekly check ins with high performing teachers to give feedback to provide with professional growth; do not deprioritize high performing teachers.	O	ALL	Lead Team	BOY/EOY	Lead Team	Check Ins	Staff Satisfaction Survey/Teacher Retention
2A & 2B	Continuous observations, walkthroughs, on the spot coaching, and immediate feedback	O	ALL	Lead Team	BOY/EOY	Lead Team	Check Ins	Staff Satisfaction Survey/Teacher Retention

IDEA Academy Alamo

2015 – 2016 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2A & 2B	Teacher shout out at Faculty Meetings	O	ALL	Lead Team	BOY/EOY	Lead Team	Check Ins	Staff Satisfaction Survey/Teacher Retention
2A & 2B	Teacher Weekly to include; shout outs, important dates and events, inspirational messages, birthday shoutouts	O	ALL	Principal	BOY/EOY	Principal	Teacher Weekly	Staff Satisfaction Survey/Teacher Retention
2A & 2B	Griffin Nights to promote team building	O	ALL	Lead Team	BOY/EOY	Lead Team	RASI/Tactical Meeting Minutes	Staff Satisfaction Survey/Teacher Retention
2A & 2B	Staff Parties: Thanksgiving Luncheon, Christmas Party, BOY Party, and EOY Party	O	ALL	Lead Team	BOY/EOY	Lead Team	RASI/Tactical Meeting Minutes	Staff Satisfaction Survey/Teacher Retention
2A & 2B	Staff Core Value Awards	O	ALL	Lead Team	BOY/EOY	Lead Team	RASI/Tactical Meeting Minutes	Staff Satisfaction Survey/Teacher Retention
2A & 2B	Schedule Flexibility	O	ALL	Principal	BOY/EOY	Principal	Google Tracker	Staff Satisfaction Survey/Teacher Retention
2C, 2D, and 2F	Announce the IDEA of the week every morning	O	ALL	Lead Team	BOY/EOY	Lead Team	Google IDEA 55 Tracker	Persistence
2C, 2D, and 2F	Project Wisdom during morning announcements and bulletin board by Academic Counselor's office	O	ALL	Academic Counselor	BOY/EOY	Academic Counselor	Check Ins	Persistence
2C, 2D, and 2F	Classroom Guidance lessons as part of electives rotation	O	ALL	Academic Counselor	BOY/EOY	Academic Counselor	Check Ins	Persistence
2C, 2D, and 2F	Implement Bully Free Anti-Bullying Curriculum	O	ALL	Academic Counselor	BOY/EOY	Academic Counselor	Check Ins	Persistence
2C, 2D, and 2F	Cheerleading for 4 th grade students	O	ALL	Administrative Assistant/Cheerleading Sponsor	BOY/EOY	Administrative Assistant/Cheerleading Sponsor	Check Ins	Check ins

Needs Assessment: S-STAAR D-DIBELS E-EO A-ACT RR-Reading Renaissance SI-STAR for Math DR-Discipline Report AP-AP Tests O-Other

IDEA Academy Alamo

2015 – 2016 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2C, 2D, and 2F	Afterschool programs; ballet, jazz, keyboarding, folklorico, and fitness	O	ALL	Administrative Assistant	BOY/EOY	Administrative Assistant	Check Ins	Parent Survey/Persistence
2C, 2D, and 2F	Daily morning meeting	O	ALL	Lead Team/Teachers	BOY/EOY	Lead Team/Teachers/Culture Binders	Walk throughs / Data Check-ins	Walkthroughs and Observations/Persistence
2C, 2D, and 2F	Recognition for displaying core values	O	ALL	Lead Team/Teachers	BOY/EOY	Lead Team/Teachers/Core Value Pins	Google Tracker	Parent Survey, Staff Satisfaction Survey
2D & 2F	Implementing Intensive Culture Training during the first week of school for students depending on grade level.	O	ALL	Lead Team/Teachers	BOY/EOY	Lead Team/Teachers/Culture Binders	Walk throughs / Data Check-ins	Walkthroughs and Observations/Persistence
2D & 2F	Incentives for perfect attendance every Quarter for students.	O	ALL	Lead Team/Teachers	BOY/EOY	Lead Team/Teachers	Walk throughs / Data Check-ins	Walkthroughs and Observations/Persistence
2D & 2F	Incentives for Meeting Goals with Thermometer Charts.	O	ALL	Lead Team/Teachers	BOY/EOY	Lead Team/Teachers	Walk throughs / Data Check-ins	Walkthroughs and Observations/Persistence
2D & 2F	SOAR lessons during morning meeting and using SOAR lesson language throughout the day. Classroom- Sit Tall, Talk Big, Answer on Signal, Respect, Signals- pen and pencil, restroom, water, tissue, and Give me 5. Hallways- 5 and 1, on a square.	O	ALL	Lead Team/Teachers	BOY/EOY	Lead Team/Teachers/Culture Binders	Walk throughs / Data Check-ins	Walkthroughs and Observations/Persistence
2D & 2F	Incentives for passing IA's	O	ALL	Lead Team	BOY/EOY	Lead Team	Data	Persistence
2D & 2F	STAAR Pep-Rally	O	ALL	Lead Team, GLT	BOY/EOY	Lead Team, GLT	Data	Persistence

IDEA Academy Alamo

2015 – 2016 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2A,B,E	Teacher Culture Building: Peer walk through to working vertically across all curriculums. Monthly Rewards for Teacher Perfect Attendance. Ex. Jean Day!, Extended Lunch! Teacher of the Month- designated by lead team, teacher will have a designated parking space in front of school for their reigning month, and will be recognized in the 1st faculty meeting of the month and schools marquee. Having socials once every month during faculty meetings to improve climate and Team and Family. Example: each grade level will host the social with an icebreaker, snacks, or games	O	ALL	Lead Team, GLT	BOY/EOY	Lead Team, GLT	Checks Ins/Tactical Meeting Minutes	Staff Satisfaction Survey/Teacher Retention
2C	Homeroom Attendance Tracker: HR with the best attendance for the week will receive reward (pizza party, ice cream party, etc.)	O	All	AC, APO Teachers SIS Registrar	BOY/EOY	AC, APO Teachers SIS Registrar, Daily ADA reports	Attendance Log	Weekly Attendance Report
2C	Reiterate the importance of coming to school through Parent Meetings and our intercommunication system.	O	All	AC, APO Teachers SIS Registrar	BOY/EOY	AC, APO Teachers SIS Registrar, Daily ADA reports	Attendance Log	Weekly Attendance Report
2C	Make home visits for those students who have three or more absences.	O	All	AC, APO, SIS, Registrar	BOY/EOY	AC, APO, SIS, Registrar	Attendance Log	Weekly Attendance Report
2C	Make daily phone calls for those students who are absent.	O	All	AC, APO Teachers SIS Registrar	BOY/EOY	AC, APO Teachers SIS Registrar	Attendance Clerk Support Staff	Attendance Reports Weekly Attendance Report
1A Read	Implement Inclusion with selected Resource students	S	SE	Resource Teachers Administration	BOY/EOY	Teachers Resource Teachers Sp. Ed Dept	Walk-throughs Teacher Observation Anecdotal records	2015 STAAR Benchmark tests
1A Read	Increase vocabulary through various research-based strategies.	RR, S	All	Administration Teachers	BOY/EOY	K-4 Classroom Teachers Administration E.L.A. Interventionist	Walk-throughs Word Walls Lesson Plans	2015 STAAR Benchmark tests, MT and C/Os

IDEA Academy Alamo

2015 – 2016 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1A Math	<p>Supplement the District Math Program with additional math experiences to increase math computation skills and problem solving strategies appropriate to grade level through:</p> <p>Homework (K-4th) Peer/student tutoring (3rd-4th) Dreambox/RM City (K-4th) Mini-Camps (3rd-4th) STAAR (3rd-4th) Mentoring Minds (3rd-4th)</p>	S, O, ST	All	Administration Math Teachers Librarian Math Tutors	BOY/EOY	Administration Math Department District Scope & Sequence Students' work Region 1 Consultants	Benchmarks Weekly Tests Progress Reports Lesson Plans	2015 STAAR Benchmark tests
1A Math	<p>Strategies Continued :</p> <p>Daily STAAR Moose (3rd-4th) STAAR Kamico (3rd-4th) Math Workshops</p>	S, O, ST	All	Administration	BOY/EOY	Administration District Curriculum	Walk-throughs Data Conversations Lesson Plans	2015 STAAR Benchmark tests
2E	Flexible Schedule opportunities for important appointments	O	ALL	Administration	BOY/EOY	Teacher		

IDEA Public Schools

IDEA Academy Brownsville



2015 - 2016 Student Achievement Improvement Plan

DISTRICT MISSION:

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

DISTRICT VISION:

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

DISTRICT CORE VALUES:

Closing the achievement gap and ensuring college success is the best way to help our students succeed in life, contribute to their communities, and overcome the obstacles they face. Achieving this requires the following beliefs and behaviors:

No Excuses: We control our destiny. What we do during the day matters more than poverty, parent education level, or other external factors. When the adults in the system get it right, our students are successful. Conversely, when our students fail, we don't blame unsupportive parents, parent education level, or other external factors: we look in the mirror and take responsibility.

Whatever it Takes: Through continuous improvement we achieve ambitious results. Those most successful at IDEA seek feedback, pore over the data, identify root causes, and implement solutions.

100% Every Day: Our mission and goals apply to 100% of our students, 100% of the time. Creating opportunities that didn't exist isn't easy, and it requires that people give their best every day.

Sweating the Small Stuff: The difference between excellence and mediocrity lies in paying attention and caring about the countless details that go into effective execution.

Team and Family: As the source of strength for our organization, we are committed to attracting and developing high caliber people.

CAMPUS MISSION:

To educate and mold students of underserved communities so they are able to attain entrance to top tier universities and become part of a functional society at a global level.

Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<p>Erica Matamoros (Principal, Administration)</p> <p>Clarissa Zamora (Academic Counselor, Administration)</p> <p>Angelita Escamilla (Assistant Principal of Instruction, Administration)</p>	8/24	<ol style="list-style-type: none"> 1. Calendar the year or 1st two quarters 2. School Pictures: September 3, 2015 3. Parent Nutrition Classes: September 8, 2015 4. LPAC/DIBELS/CELLA 5. NWEA 6. Start of 3rd & 4th grade tutorials 7. Saturday Academy Dates 8. Bobcat Brunch: Every Friday in September 9. Round 1 10. Kinder/1st Grade Movie Night: September 4, 2015
<p>Elizabeth Rodriguez (Assistant Principal of Instruction, Administration)</p> <p>Michael Vargas (Assistant Principal of Operations, Administration)</p> <p>Criselda Villarreal (K Grade Level Chair)</p>	9/28	<ol style="list-style-type: none"> 1. Fire Prevention Week: October 5-9, 2015 2. Red Ribbon Week: October 26-30, 2015 3. Behavior Incentives 4. Bully Prevention Month 5. Fire Drills 6. DIBELS 7. 2nd/3rd Grade Movie Night: October 16, 2015 8. Character Dress Up Day: October 30, 2015 9. Fall Fest: October 23, 2015
<p>Rohanda Hernandez (1st Grade Level Chair)</p> <p>Cristina Salinas (2nd Grade Level Chair)</p> <p>Sara Galvan (3rd Grade Level Chair)</p> <p>Laura Giron (4th Grade Level Chair)</p>	10/26	<ol style="list-style-type: none"> 1. Can Food Drive 2. Gobble Gobble Attendance Challenge 3. Staff Feast for Thanksgiving: November 19, 2015 4. DI Tutorial 5. Round 2 6. Whataburger Night 7. X-Mas Party Venue 8. X-Mas Parade/Plays 9. Veterans Day Punch and Pastries: November 11, 2015 10. 4th/5th Grade Movie Night: November 6, 2015 11. PTG
<p>Juan Saucedo (5th Grade Level Chair)</p> <p>Sophia Hoekema (Co-Teacher Representative)</p> <p>Naloni Gonzalez (Elective Representative)</p>	11/30	<ol style="list-style-type: none"> 1. RTI 2. Org. Health Survey 3. Welcome Back Activity (January) 4. X-Mas Gift for students 5. Field Lesson Reservation 6. Toys for Tots/Marines vs Staff 7. X-Mas Parties 8. Can Food Drive 9. Scholastic Book Fair

<p>Lesly Montes (Interventionist & Sped Representative)</p> <p>Rosilou Behnke (Parent Representative)</p> <p>Patricia Pineda (Community Representative)</p>		<p>10. Santa Pictures: December 10, 2015</p> <p>11. Staff Party/Parade Revisit</p>
	12/14	<p>1. Quarter 2 Behavior & STAAR Incentive</p> <p>2. Mother & Father Dance: February 12, 2016</p> <p>3. Themed Attendance Week</p> <p>4. Valentine's Day Picture</p> <p>5. X-Mas Items Continued</p> <p>6. Charro Days Week and Parade</p> <p>7. Tumbler Presentation</p> <p>8. Yearbook</p> <p>9. Campus Culture</p> <p>10. Date for Parent Information Sessions</p> <p>11. 100th Day of School: January 22, 2016</p> <p>12. Community Fishing: January 30, 2016</p>
	1/25	<p>1. Charro Days Parade Continue</p> <p>2. Charro Days Attire</p> <p>3. Carnival</p> <p>4. Retention Candidates</p> <p>5. Job Fair</p> <p>6. STAAR Testing Prep</p> <p>7. Budget</p> <p>8. AIMS</p> <p>9. Valentine Pictures: February 4, 2016</p> <p>10. Cow Visit: February 25, 2016</p>
	2/22	<p>1. Dr. Seuss B-Day- March 2, 2016</p> <p>2. TELPAS</p> <p>3. Lottery</p> <p>4. RPCPUN</p> <p>5. End of tutorial (STAAR)</p> <p>6. Kinder Graduation</p> <p>7. Easter Hunt- March 24, 2016</p> <p>8. Spring Picnic</p> <p>9. Welcome to IDEA Event</p> <p>10. Summer School Plans</p>
	3/21	<p>1. Classroom Awards</p> <p>2. EOY Conversations</p> <p>3. Earth Day</p> <p>4. Autism Awareness</p> <p>5. TOY and Co-teacher of the Year</p> <p>6. Attendance Challenge</p> <p>7. DIBELS/NWEA</p> <p>8. Field Day</p> <p>9. Teacher Appreciation Week</p> <p>10. Millionaire Club</p>

		11. Summer PD f 12. or A Coaches & Staff 13. ETA Housing/Procedures: Save their material 14. Summer Training
	4/25	1. EOY Check outs 2. Kinder Graduation Revisit 3. EOY Staff Party 4. STAAR Data 5. 5 de Mayo 6. CNA/SAIP 7. Muffins for Mon 8. Donuts for Dads 9. Summer Slide 10. Behavior Incentives 11. DI Incentives 12. Summer PD 13. Summer School Logistics & Schedules 14. SSI
	5/23	1. Finalize April Topics 2. Summer Trainings

Campus Committees

Campus Committees	
Language Arts	Math
Committee Chair(s): Sarah Galvan Committee Members: <ol style="list-style-type: none"> 1. Erica Santamaria 2. Juan Saucedo 3. Sarah Stumbaugh 4. Christabel Leyva 5. Perla Alvarado 6. Alma Rodriguez 	Committee Chair(s): Ana Duran Committee Members: <ol style="list-style-type: none"> 1. Cristina Salinas 2. Rohanda Hernandez 3. Alejandra Caballero 4. Laura Giron 5. Sandra Sanchez
Science (As Applicable)	School Culture and Climate

<p>Committee Chair(s): Lesly Garrido</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Claudia Hernandez 2. Erika Lopez 3. Selena Duran 4. Andres Alaniz 5. Sophia Hoekema 6. Bianca Cantu 	<p>Committee Chair(s): Clarissa Zamora</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Lesly Montes 2. Jorge Longoria 3. Criselda Villarreal 4. Naloni Gonzalez 5. Patricia Rocha 6. Cinthia Mandijano
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p>Committee Chair(s): Roger Reyna</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Liliana Flores 2. Paola Guerrero 3. Alejandro Mora 4. Lalis Lopez 5. Dawn Garza 	<p>Committee Chair(s): Patty Prado</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Martha Hinojosa 2. Diana Hernandez 3. Regina Lopez 4. Cristina Tovar 5. Ana Singlaterry 6. Veronica Sandoval

Comprehensive Needs Assessment

Data Sources: Kinder – 2nd

Direct Instruction

BY COLLEGE HOUSE	Subject	Kinder	1st	2nd	Total
	Reading	93%	83%	87%	88%
	Language	93%	83%	87%	88%
	Math	97%	93%	98%	96%

TELPAS

Grade	Total ELL Students	Beginner Number/Percentage	Intermediate Number/Percentage	Advanced Number/Percentage	Advanced High Number/Percentage
Kinder	19	0	16	84	0
1st	37	0	49	51	0
2nd	62	0	42	40	18
3rd	55	0	18	49	33
4th	33	0	3	61	36

DIBELS

Grade	Well Below	Below Beginning	Benchmark	Cumulative Special P.	Well Below	Below Beginning	Benchmark
Kinder	48%	30%	22%	All grades	22%	16%	61%
1st	2%	12%	85%	SPED	65%	12%	24%
2nd	17%	9%	74%	LEP	27%	15%	58%

Areas of Strength	Areas of Need
<p>Direct Instruction:</p> <ul style="list-style-type: none"> DI groups all closed out the year at 85% or above in all content areas for grades K-2. <p>TELPAS:</p> <ul style="list-style-type: none"> 84% of kinder in the Advanced Category <p>DIBLES:</p> <ul style="list-style-type: none"> 1st grade with 85% of students at benchmark 	<p>Direct Instruction:</p> <ul style="list-style-type: none"> SPED and LEP % <p>TELPAS:</p> <ul style="list-style-type: none"> 1st & 2nd grade percentages for intermediate mark are high in comparison to K and 3-4 <p>DIBLES:</p> <ul style="list-style-type: none"> 48% Kinder Benchmark 65% of SPED Populations at “Well Below”
New Initiatives: Academics	
<p>Lower Grades (K-2): ELA/Math</p> <ul style="list-style-type: none"> All teachers are trained on backwards planning Implementation of Making Meaning Read Aloud Program for all K-2nd students. Individualized and small group intervention conducted daily based on continuous DI instruction. Interactive IW centers Tracking of RTI students through interventionist 	<p>STAAR Grades (3-4) ELA/Math</p> <ul style="list-style-type: none"> Advisory block to be used for writing, intervention and science. Balanced Literacy Model Co-collaborate with Hybrid Zones teachers Collaborative Planning Content teachers will assign students goals for hybrid spaces so they can work on it at home. Implementation of Mentoring Minds Read Aloud Program for all K-2nd students. Individualized and small group intervention conducted daily based on DI programs (3rd/4th): Corrective Reading and Corrective Comprehension). Martha Morales training program for writing Purchase and use IPAD for rapid collection of exit ticket and scores. Purchase of Read Aloud class sets Purchase of STAAR Reading and Math workbooks. Tracking of RTI students through interventionist Implementation of Envision program
Continuing Initiatives: Academics	

Comprehensive Needs Assessment

Data Sources: Third Grade 2013-2014

<p>Reading: STAAR: 3rd Grade STAAR Results: L2: 82%/L3: 16% 4th Grade STAAR Results: L2: 94%/L3: 29%</p> <p><u>3rd Grade Reading LEP Results :</u> LEP Students = 80% : Level 2 LEP Students 7% : Level 3 LEP Students : Level 1</p> <p><u>3rd Grade Reading SPED Results :</u> SPED Students = 67% : Level 2 SPED Students 17% : Level 3 LEP Students : Level 1</p> <p><u>3rd Grade Reading ALT SPED Results:</u> 2 out of 2 SPED Students= 100% : Level 2 0 out of 2 SPED Students =0 % : Level 3 0 out of 2 SPED Students = 0%: Level 1</p> <p><u>4th Grade Reading LEP Results :</u> LEP Students = 94% : Level 2 LEP Students 12% : Level 3 LEP Students : Level 1</p> <p><u>4th Grade Reading SPED Results :</u> SPED Students = 0% : Level 2 SPED Students 0% : Level 3 LEP Students : Level 1</p> <p><u>4th Grade Reading ALT SPED Results:</u> 1 out of 1 SPED Students= 100% : Level 2 0 out of 1 SPED Students =0 % : Level 3 0 out of 1 SPED Students = 0%: Level 1</p>	<p>Math: STAAR: 3rd STAAR Results: L2: 83%/L3: 31% 4th STAAR Results: L2: 99%/38.6</p> <p><u>3rd Grade Mathematics LEP Results :</u> LEP Students = % : Level 2 LEP Students % : Level 3 LEP Students % : Level 1</p> <p><u>3rd Grade Mathematics SPED Results :</u> SPED Students = % : Level 2 SPED Students % : Level 3 SPED Students % : Level 1</p> <p><u>3rd Grade Mathematics ALT SPED Results:</u> 2 out of 2 SPED Students= 100% : Level 2 0 out of 2 SPED Students =0% : Level 3 0 out of 2 SPED Students = 0%: Level 1</p> <p><u>3rd Grade Mathematics LEP Results :</u> LEP Students = % : Level 2 LEP Students % : Level 3 LEP Students % : Level 1</p> <p><u>4th Grade Mathematics SPED Results :</u> SPED Students = % : Level 2 SPED Students % : Level 3 SPED Students % : Level 1</p> <p><u>4th Grade Mathematics ALT SPED Results:</u> 1 out of 1 SPED Students= 100% : Level 2 0 out of 1 SPED Students =0% : Level 3 0 out of 1 SPED Students = 0%: Level 1</p>	<p>Writing STAAR: 4th STAAR Results: L2: 98%/L3: 16%</p> <p><u>4th Grade Writing LEP Results :</u> LEP Students = 100% : Level 2 LEP Students 3% : Level 3 LEP Students : Level 1</p> <p><u>4th Grade Writing SPED Results :</u> SPED Students = 100% : Level 2 SPED Students = 0% : Level 3 SPED Students : Level 1</p> <p><u>4th Grade Writing ALT SPED Results:</u> 1 out of 1 SPED Students= 100% : Level 2 0 out of 1 SPED Students =0% : Level 3 0 out of 1 SPED Students = 0%: Level 1</p>
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Areas of Strength	Areas of Need
<p>STAAR:</p> <ul style="list-style-type: none"> • Number of students passing at Level 2 Standard in Reading, Math and Writing.. • Number of students passing at Level 3 Standard in Math for both 3rd and 4th. • Reading/Math STAAR ALT – 100% passing • Reading and Math – Number of LEP students passing at Level 2 <p>TELPAS:</p> <ul style="list-style-type: none"> • % of LEP students are Advanced or Advanced High in 3rd & 4th 	<p>STAAR:</p> <ul style="list-style-type: none"> • Reading- Number of students passing at Level 3 for reading and writing. • SPED students not meeting L2 or L3 status in 3rd grade for reading • SPED students not meeting L2 or L3 status in 3rd grade for math

<ul style="list-style-type: none"> • Backwards planning is tracked throughout the year to insure that goals are met • DI Data is used to identify students in need and provide intervention. • Ensure BOY placement is accurate • Home work is prescriptive and aligned to DI • Horizontal collaboration occurs weekly (grade level). • IW and centers are aligned to DI • Offer after school tutoring for struggling readers and or summer school • Provide intervention opportunities during recess, conference or after school, or intervention block (kinder) • RTI plan and tracked. • Students are held accountable for their goals by using lesson trackers and thermometer charts • Use of Bobcat Tracker to notify progress to parents • Use of lesson tracker and monthly submission • Weekly differentiated script practice 	<ul style="list-style-type: none"> • Continue to use DI Anthologies for reading basal • Continue to use exit tickets to assess students • Continue training 2nd grade teachers in TEKS based instruction • Continue using individualized student data trackers • Continue working with hybrid spaces on alignment and increasing time spent in labs. • Continue streak competition in Reasoning Minds • Differentiated professional development sessions • Half day PD for lesson planning work • Intervention, tutoring and Saturday Academy • Lesson plan feedback sessions • Pull out teachers for data conversation after IA • TEKS aligned instruction and question stems
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New Initiatives: School Culture & Climate	
<ul style="list-style-type: none"> • (1A) Leading the Pack: College House of the Month (K-2) • (1A) Quarterly Honor Roll (3-4) • (1A/1E) Book Worm of the Month (AR) • (1A/1E) Mathematician of the Month • (1A/1E) Detention • (1A/1E) Counselor Mini Sessions • (1E) Leading the Pack: Student of the month (K-4) • (2A) Sippin & Dippin • (2A) Sunshine Fund • (2E) Health Fair • (2F) Camp Out Night/Fishing (2nd grade & Up) • (2F) College Scavenger Hunt 	<ul style="list-style-type: none"> • (2F) Golden Belles • (2F) Loteria Night • (2F) Movie Night (One every 3 months) • (2F) Parents University Camp: \$\$\$\$ • (2F) PTA • (2F) Pumpkin Patch Pictures • (2F) Schlitterbahn Day • (2F) Winter Play
Continuing Initiatives: School Culture & Climate	

<ul style="list-style-type: none"> • (1A) STAAR Saturday Academy • (1A) STAAR Tutorials • (1A/1E) Implementation of Learning Labs/Reading Labs • (1A/1E) Implementation of Morning Meeting • (1A/EE) Academic Interventions • (1E) Implementation of Direct Instruction • (1E) Morning Meeting Curriculum • (2A) Campus Newsletter • (2A) Co-teacher of the Year • (2A) Teacher Appreciation Week • (2A) Teacher Awards Night (Come up with categories) • (2A) Teacher of the Year • (2A) You've Been Boood • (2B) SBDM • (2C): Lunch Buddies • (2C) Bobcat Bashes/STAR chart (Behavior) • (2C) Dr. Seuss B-Day Celebration: Read Across America • (2C) Field Day • (2C) Summer Welcome Picnic • (2C) Texas Public School Week Dress Up 	<ul style="list-style-type: none"> • (2F) Bobcat Brunch • (2F) Commitment to College (Kinder Graduation) • (2F) Donuts for Dads • (2F) Goodies for Grandparents • (2F) Muffins for Moms • (2F) Parent Report Card Pick-up Night • (2F) Parent Weekly • (2F) Spring Carnival • (2F) Spring Eggstravaganza • (2F) Veteran's Day: Invite your favorite veteran • (2F) Valentine's Picture • (2F) Mother/Father Dance • (2F) Toys for Tots/Marines • (2F) Anti Bully Presentation (AIMS) • (2F) Yearbook • (2F) X-Mas gift for students
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New Initiatives: Family & Community

- (2A) Sippin & Dippin
- (2E) Health Fair
- (2F) Camp Out Night/Fishing (2nd grade & Up)
- (2F) College Scavenger Hunt
- (2F) Loteria Night
- (2F) Movie Night (One every 3 months)
- (2F) Parents University Camp: \$\$\$\$
- (2F) PTA
- (2F) Schlitterbahn Day
- (2F) Winter Play

Continuing Initiatives: Family & Community

- (2C) Dr. Seuss B-Day Celebration: Read Across America
- (2C) Summer Welcome Picnic
- (2F) Bobcat Brunch
- (2F) Commitment to College (Kinder Graduation)
- (2F) Donuts for Dads
- (2F) Goodies for Grandparents
- (2F) Mother/Father Dance
- (2F) Muffins for Moms
- (2F) Parent Report Card Pick-up Night
- (2F) Parent Weekly
- (2F) Retention Meetings
- (2F) Spring Carnival
- (2F) Spring Eggstravaganza
- (2F) Spring Picnic
- (2F) Valentine's Picture
- (2F) Veteran's Day: Invite your favorite veteran

New Initiatives: Teacher Retention

- Advocacy through Teacher Council
- DI Coach Professional Development Training
- End tutorial earlier in the year
- Furniture for Academy Lounge
- Luncheon for the "Buncheon"
- Mentor Teacher Program
- Sunshine Fund
- Teacher Moral Incentive by Counselor (Committee)
- Teacher of the Month Parking Space
- Water Fountain in Academy Lounge
- Year at a glance campus calendar

Continuing Initiatives: Teacher Retention

- Awards/Recognize Night
- Birthday Recognition
- Co-teacher of the Year
- Faculty Shout Outs
- Jean Pass Day
- Mixers
- SBDM
- Strength Interviews
- Teacher Appreciation Week
- Teacher of the Month
- Teacher of the Year
- Thanksgiving Dinner
- X-Mas Party

Staff Development

Date	Session Title/Topic	Session Objective(s)
8/14	SMART Goals: GET Rubric Round 1	<ul style="list-style-type: none"> TWBAT access their Talent Ed accounts and be able to start on Round 1 paperwork.
8/28	RTI: Identify and tracking students Conducting Effective 90/30 meetings	<ul style="list-style-type: none"> TWBAT identify students in need of RTI as per criteria established by school SBDM Committee. Interventionist will provide updates on Tier 1 students and teachers will provide feedback on intervention provided. TTWBA to conduct 90/30 meeting by using data collected from weekly assessments and classroom observations to drive 90/30 meetings and improve student performance.
9/11	(K-2) Direct Instruction: Interactive Centers for Math/Rdg. (Upper Levels) Data Analysis and Conversations, Identify Standards In conversations and create aligned lesson plans.	<ul style="list-style-type: none"> TWBAT co-collaborate in order to create interactive centers for RMSE 1 program and DISTAR & CCMC B program. TWBAT analyze IA 1 data and write a clear plan for re-teaching objectives with large gaps.
9/25	Across Campus: Update on BOY PD from A Coaches	<ul style="list-style-type: none"> Coaches will provide updates on campus based BOY PD and teachers will provide feedback in order to evaluate, modify and update current systems.
10/9	(K-2) Direct Instruction: Interactive Centers for Math/Rdg. (Upper Levels) Mentor a Scholar	<ul style="list-style-type: none"> TWBAT co-collaborate in order to create interactive centers for RMSE 2 & CCMC C TWBAT to identify students based on academic or social need (through the use of data) to guide and mentor through the creation of an individualized plan.
10/23	Across Campus: Behavior Management	<ul style="list-style-type: none"> TWBAT provide updates on Behavior Accountability PD from BOY so teachers can self-evaluate, reflect and provide feedback to maintain, modify or update procedures.
11/13	Across Campus: State of School PTG	<ul style="list-style-type: none"> TWBAT analyze PTG and come away with clear next steps for improvement.
12/4	(K-2) Differentiated Campus Based Training (Upper Levels) Data Analysis and Conversations, Identify Standards In conversations and create aligned lesson plans. (Budget Needs)	<ul style="list-style-type: none"> Teachers will attend campus based differentiated professional development to improve on areas of needed support or growth. TWBAT analyze IA 2 data and write a clear plan for re-teaching objectives with large gaps.
12/18	(K-2) Across Campus Training for STAAR (Upper Levels) Data Analysis and Conversations, Identify Standards In conversations and create aligned lesson plans.	<ul style="list-style-type: none"> TWB be provided with training for STAAR testing in order to be qualified so sign a testing oath and to be present during campus testing. TWBAT analyze IA 3 data and write a clear plan for re-teaching objectives with large gaps.
1/4		<ul style="list-style-type: none">

1/15		•
1/29		•
2/12		•
3/11		•
4/1		•
4/15	SAIP/CNA/Budget	• TWBAT form and join committees to initiate work on the campus CAN, SAIP and Budget.
4/22	SAIP/CNA/Budget	• TWBAT form and join committees to initiate work on the campus CAN, SAIP and Budget.
4/29	SAIP/CNA/Budget	• TWBAT form and join committees to initiate work on the campus CAN, SAIP and Budget.
5/13	BOY PD session assignments for 2015 school year	• TWBAT to learn about the 4 components of effective PD in order to join and collaborate with current coaches in preparation for next year's BOY PD.

Teachers will attend the staff development listed which will address high priority areas, improve student learning, and enhance teachers' knowledge base.

IDEA Public Schools

IDEA CARVER ACADEMY



DISTRICT MISSION:

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

DISTRICT VISION:

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

DISTRICT CORE VALUES:

Closing the achievement gap and ensuring college success is the best way to help our students succeed in life, contribute to their communities, and overcome the obstacles they face. Achieving this requires the following beliefs and behaviors:

No Excuses: We control our destiny. What we do during the day matters more than poverty, parent education level, or other external factors. When the adults in the system get it right, our students are successful. Conversely, when our students fail, we don't blame unsupportive parents, parent education level, or other external factors: we look in the mirror and take responsibility.

Whatever it Takes: Through continuous improvement we achieve ambitious results. Those most successful at IDEA seek feedback, pore over the data, identify root causes, and implement solutions.

100% Every Day: Our mission and goals apply to 100% of our students, 100% of the time. Creating opportunities that didn't exist isn't easy, and it requires that people give their best every day.

Sweating the Small Stuff: The difference between excellence and mediocrity lies in paying attention and caring about the countless details that go into effective execution.

Team and Family: As the source of strength for our organization, we are committed to attracting and developing high caliber people.

CAMPUS MISSION:

IDEA Carver prepares students from underserved communities for success in college and citizenship by creating a challenging learning environment, setting high expectations and believing that everyone can learn. All adults are the game changers. College for ALL!

Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Guadalupe Diaz (Principal, Administration) Jenny Spain (Academic Counselor, Administration) Ivan Nikolic (Assistant Principal of Instruction, Administration) Alyssa Vela (Assistant Principal of Instruction, Administration) Antuan Powell (Assistant Principal of Operations, Administration) Nancy Nerio (GTL, Kinder) Catrina Santacruz (GTL, 1st Grade) Armando Vela (2nd Grade, Math Teacher) Martha Hernandez (3rd Grade, ELA Teacher) Tira Julienne (4th Grade, ELA Teacher) Desiree Gil (5th Grade, Math Teacher) Christopher Morrow (PE) David Castillo-HS Kelly Martinez: SIS Michelle Gonzalez-AA	Thursday, August 27, 2016	
	Thursday, September 24, 2016	
	Thursday, October 29, 2016	
	Thursday, November 19, 2016	
	Thursday, December 17, 2016	
	Friday, January 28, 2017	
	Friday, February 25, 2017	
	Friday, March 24, 2017	
	Friday, April 28, 2017 Friday, May 29, 2017	

Campus Committees

Language Arts	Math
<p>Committee Chair(s): Reading Interventionist Angela Alonzo</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Jennifer Greathouse - 2 2. Martha Hernandez - 3 3. Desiree Gil - 5 4. Tira Julienne - 4 5. Delana Rainey - K 	<p>Committee Chair(s): Math Interventionist Joseph Lowe</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Armando Vela - 2 2. Clint Rankin - 5 3. Diana Hernandez - 4 4. Erika Mason - 1 5. Angela Zulaica - 3
Science (As Applicable)	School Culture and Climate
<p>Committee Chair(s): Ivan Nikolic Alyssa Vela</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Nancy Nerio - K 2. David Castillo 3. Catrina Santacruz -1 4. Tenesha Price – 2 5. Christian Velazquez 	<p>Committee Chair(s): Jennifer Spain Guadalupe Diaz</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Rainey Delena - K 2. Alyssa Vela - API 3. Antuan Powell - APO 4. Angela Alonzo - RI 5. Missy Perez-AR 6. Jessica Henderson-K
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p>Committee Chair(s): Guadalupe Diaz Alyssa Vela</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Ivan Nikolic 2. Antuan Powell 3. Antoinette King - K 4. Kelly Martinez 5. Catrina Santa Cruz 6. Mayra Oliveras 	<p>Committee Chair(s): Alyssa Vela Jenny Spain</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Marte Martinez 2. Michelle Gonzalez 3. Antuan Powell 4. Erika Mason 5. Kelly Martinez 6. David Castillo 7. Christian Velazquez

New Initiatives

Lower Grades

- Mount all Projectors on ceilings and purchase new technology
- Purchase and install drop-down electric screens for the AR lab
- Ensure AR LAB teacher is training with Reading with Meaning and turns in Lesson Plans
- Identify a Co teacher to be a Fellow Teacher Leader(David Castillo)
- Content Committees will do vertical alignment
- Quarterly LEAD Teacher and LEAD Team Stepbacks off site if necessary
- Hispanic Heritage, African American Heritage, and Science Fair for the School
- RAZ kids
- DEAW

STAAR Grades

- Sped Teacher and Reading Interventionist will receive dyslexia training.
- Implement Writing Journals 3-5
- Planning days by content/grade level
- Implement Read Alouds and Tumble Books DAILY
- Joseph Lowe, MI, will coach math teachers
- Utilize COW for weekly instruction
- Use stem scopes and XL Math in HotSpot Weekly
- DEAW
- RazKids
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Continuing Initiatives

- IW and centers are aligned to DI
- Home work is prescriptive and aligned to DI
- Horizontal collaboration occurs weekly (grade level).
- Ambitious goals are set for students and follow NIFDI/IDEA curriculum guidelines
- Backwards planning is tracked throughout the year to insure that goals are met
- DI Data is used to identify students in need and provide intervention.
- Students are held accountable for their goals by using lesson trackers and thermometer charts
- Ensure BOY placement is accurate
- Provide intervention opportunities during recess, conference or after school, or intervention block (kinder)
- Offer after school tutoring for struggling readers
- Insure that struggling students are on the RTI plan and tracked.

- Use STAAR data to provide intervention for students in need.
- Provide intervention opportunities through the use of tutoring after school and on Saturdays.
- Align instruction to TEKS and STAAR objectives.
- Use backward planning throughout the year to insure all objectives and skills are taught.
- Continued use of higher order thinking skills through question stems.
- Continued use of exit tickets to ensure students are at mastering and to provide further data
- Students will practice stem questions missed on exit tickets/weekly assessments and get a parent signature on any failing exit ticket/weekly assessment
- STAAR students will continue to use individual data trackers
- Continue writing program using Martha Morales Consulting
- Balanced Literacy in STAAR grade levels.
 - (1) Guided reading using DI according to reading level
 - (2) Read Aloud-above level and (3) Frayer Model

New Initiatives

Homework will be assigned daily instead of monthly to allow flexibility.

2nd Grade: Designated STAAR block at least one thirty-minute session a week. Block should be aligned to 2nd grade TEKS.

Independent work should include STAAR formatted questions and centers should also include visuals and manipulative aligned to STAAR.

Third Grade: Teacher should coordinate with I hotspot teacher to align curriculum to ensure kids are working on appropriate TEKS and level.

- Teacher should also coordinate with 2nd Grade Math teacher to provide STAAR aligned homework and independent work.

Fourth Grade: Teacher should coordinate with IHotspot teacher to ensure TEKS are being addressed and proper level of rigor for kids.

- Use of whiteboards for checking understanding in 3rd and 4th grade.
- Proper tracking of mastered TEKS to ensure every student is on track.

All grade levels should have a mandatory parent contact log of at least 5 a week to ensure all parents are aware of their child's academic progress. PTG form would also be acceptable.

Joseph Lowe, and / or district math coach, will be brought in for a mini camp based on concepts and strands.

- Frayer Model

Continuing Initiatives

Kinder: Setting ambitious goals for all groups and follow NIFDI curriculum.

- Independent Centers should be aligned with Direct Instruction and continue to be challenging and meaningful.
- Continue holding kids accountable by checking their work and doing fix-ups.

First Grade: Continue giving fast facts for homework

- Continue setting extremely high expectations to challenge students to finish lessons and progress through the program rapidly.
- Word walls in all classrooms will continued to align with DI.
- Continue holding kids accountable by checking their work and doing fix-ups.

Second Grade: Continue extended block for intervention with small groups. Word wall will be aligned with DI and STAAR

- Continue giving fast facts for homework
- Continue holding kids accountable by checking their work and doing fix-ups.

- Continue holding kids accountable by checking their work and doing fixups.

Third Grade through Fifth Grade: Continue weekly assessments and exit tickets to track student progress.

- Continue with academic word walls, vocabulary foldable, and hands on activities.
- Continue to align concepts to real life situations where students can make connections.
- Continue to motivate students by creating warm learning environments where kids enjoy what they are doing.
- Continue to set high expectations and make learning rigorous but rewarding to the students.

Across all grade levels: continue fidelity checks to ensure accurate grades.

Frayer Model

Science

Committee Chair: Ivan Nikolic / Alyssa Vela

New Initiatives	
<p>Lower Grades</p> <ul style="list-style-type: none">• Science Writing Journals• Vocabulary Words of the Day/Week• Quarterly projects for 2nd grade	<p>STAAR Grades</p> <ul style="list-style-type: none">• Science Writing Journals• Vocabulary Words of the Day/Week• Morning Announcements incorporating Word of the Day• Quarterly project• Science Lab with all required TEKS tools
Continuing Initiatives	
<p>Lower Grades</p> <ul style="list-style-type: none">• Academic Block Scheduling• Integrating Science Cross-Curricular• RazKids for 2nd Grade	<p>STAAR Grades</p> <ul style="list-style-type: none">• Interactive Journal with foldables and concentration on vocabulary• Use of technology to explain objectives• Hands-on projects• Science Fair• Expressive Writing 1 and 2 for 3rd and 4th• Frayer Model

New Initiatives

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|---|---|
| <ul style="list-style-type: none"> ▪ Conduct Open House to showcase student work ▪ Conduct Parent Conferences ▪ Work on Classroom newsletters ▪ Invite parents for a father/daughter, mother/son breakfast ▪ Have a Winter Recital that will motivate the students through the last days of December. ▪ Plan on semester field trips to celebrate student success. ▪ Email Parent Weekly to parents. ▪ Coffee w/Principal | <ul style="list-style-type: none"> ▪ Inviting parents to a Career Day where they can share their expertise with the students. ▪ Having an awards ceremony each semester or quarter to celebrate student success in a timely manner. ▪ Family and community members are invited to participate in read aloud programs during the school year. (Read Across America) ▪ Student Portfolios with student work to better document a student's progress. ▪ Interactive homework to encourage children to discuss and interact with their families on what they are learning at school. |
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Continuing Initiatives

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| <ul style="list-style-type: none"> ▪ Send out Parent Weekly with important school news. ▪ Send out a comprehensive school calendar that includes important school events. ▪ Parent-Student-Teacher Contracts outlining specific responsibilities of everybody who makes an impact on the success of the student. ▪ Use various methods of communication to relate important messages to parents. ▪ Parents are informed of the learning goals of their student through Progress Towards Goals meetings. ▪ Teachers are to send graded student work home on a weekly basis for parents to review. ▪ Email Parent Weekly | <ul style="list-style-type: none"> ▪ STAAR Night 3rd – 5th ▪ Parent Camps 6 x / yr. ▪ Calendar of events ▪ Weekly + Parent Phonecalls ▪ Parent Swag Giveaway ▪ Movie in the park ▪ Dance Evenings ▪ |
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Staff Quality, Recruitment and Retention

Committee Chair: Antuan Powell/Jenny Spain/Ivan Nikolic / Guadalupe Diaz

New Initiatives

*Mentor Program for new hires and teachers moving to a different program. This would provide for the support that a lot of our new teachers and returning teachers are seeking to be successful in the classroom.

*Designate a mentor to all teachers. This will be the person they turn to with any questions or instructional support and ideas.

*Provide for planning time- Develop a schedule where teachers will be relieved from classroom during Academic Block to allow for planning.

*Interventionist-This would allow for teachers to get help with struggling students to ensure more effective communication and in turn will aid in the students feeling successful in the classroom.

*Additional Training- Behavior Management, Lesson Planning, Effective classroom Procedures, etc.

*Meeting weekly with high performing teachers to give feedback to provide with professional growth; do not deprioritize high performing teachers.

*Provide new K-2 co-teacher, and teachers with a half day PD on DI, to lay out expectations and classroom goals

Continuing Initiatives

*Continuous Training- The more training the more successful a teacher will feel in the classroom.

*Planning Time- After STAAR testing, schedule was created to relieve teacher to allow for planning time, feedback from teachers is that it provides them with the planning time that is greatly appreciated.

*Teacher shout out at Faculty Meetings- This lets the teacher know that their hard work and effort does not go unrecognized☺

*Appreciation gifts are a really neat initiative and are always welcomed by our teachers as a token of appreciation especially during the more strenuous time of the year.

*Promoting Teacher Led professional Development (Round 4/TalentED)

* Teacher Weekly

*Laying out and establishing a STRONG foundation for professional growth; co-teacher to teachers, teachers to API's, API's to Principals, etc.

*Establish the "Shout out Board" in the Hallway-Students and teachers will be able to shout out teachers for their hard work. This would provide them with the feeling of gratitude and appreciation for all their efforts.

*Immediate feedback after classroom walk through so that teachers are aware of their "glows/grows" to implement necessary changes for effective and successful classroom environment.

*Having weekly faculty meeting is a great way to keep teachers informed and a strong effort to improving communication

* Teacher Weekly

* Team Building K-5

New Initiatives

Students

- Daily use of IDEA 55/SOAR lessons/culture kit during morning meeting at a specific time frame (7:45-8:00), after breakfast and attendance so that it is more intentional with limited interruptions.
- Implementing culture days through literature once a week during P.E.
- Implement Merit/Demerit cards across all grade levels consistently with a monthly incentive.
- Monthly Incentives for students, such as having moon jumps, Kite Day, Easter Egg Hunt, and Bubble Day.
- Hallway Expectations for Grades 3rd and up. Using new phrases such as 5 and 1 vs. Bubbles and Wings.
- Incentives for dress code- students will receive a reward as a class when completing a Puzzle of a student in correct uniform.
- Student Mentors between lower grades and upper grades as an incentive for upper grades for meeting specific criteria (behavior and academic), and behavior management for lower grades.
- Lower grades adopt a STAAR classroom to motivate and show Team and Family during testing.
- IDEA 55 posted throughout the school to serve as a reminder for students.
- Detention system-
- Restroom procedures posted in restrooms.
- Tokens will be given to teachers on the 1st day of the month.

Teachers

- Having socials once every month during faculty meetings to improve climate and Team and Family. Example: each grade level will host the social with an icebreaker, snacks, or games.
- Peer walk through to working vertically across all curriculums.
- 5 days of Secret Santa. (Teacher per 1 student)
- You Rock Bucks for Teachers!- There will be a raffle every Friday.
- Monthly Rewards for Teacher Perfect Attendance. Ex. Jean Day!, Extended Lunch!
- Teacher of the Month- designated by lead team, teacher will have a designated parking space in front of school for their reigning month, and will be recognized in the 1st faculty meeting of the month and schools marquee.

Continuing Initiatives

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| <ul style="list-style-type: none">• Implementing Intensive Culture Training during the first week of school for students depending on grade level.• Incentives for perfect attendance monthly for students.• Incentives for Meeting Goals with Thermometer Charts.• Teacher Student Game Rewards• Hallways- 5 & 1, 3rd Tile, on a square.• Cafeteria- Homeroom teachers on duty with students.• Signals- pen and pencil, restroom, water, tissue, and Give me 5.• Classroom- Sit Tall, Talk Big, Answer on Signal, Respect. | <ul style="list-style-type: none">• SOAR lessons during morning meeting and using SOAR lesson language throughout the day.• Incentives for passing IA's (dance parties)• STAAR Pep-Rally• Shout outs during faculty meetings.• Beginning and Ending dinner party with faculty.• Inviting faculty to District Events.• Parent Events such as Sports with Dad, Muffins for Mom, Breakfast with Grandparents. |
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Date	Session Title/Topic	Session Objective(s)	K-2 3-5
7/21-22/16	Teaching and Learning Institute For New Teachers	Newly Hired Teachers will be onboarded by the local campus staff in order to acculturate, inform, and set expectations for the SY 16-17.	K-5
Week of August 15	I Learning Hot spot/AR Zone Play Book/Tumble Books/Morning Meeting Designer: Jenny Spain Presentation: David Castillo, Missy Perez	TWBAT identify, practice, and apply knowledge of Playbook and how it extends instruction in the classroom. Teachers will understand importance of AR and hot spot and how Rigor can be added to students' prior learning. Key Point: Teachers will be able to make connections between what they are teaching and what students will be doing in labs. TWBAT will share morning meeting lesson plans for the week and share success stories for morning meeting.	K-5
Week of Aug 22	Restorative Discipline Designer: Nik Presentation: Nik	TWBAT learn what RD is and how to utilize it in the classroom setting.	K-5
Week of Aug 29	RTI I, II, and III Designer: Nik Presentation: Nik & Vela	TWBAT learn about RTI, receive electronic document on which to record services/outcomes, and role play RTI meeting scenarios	K-5

Week of September 6	Behavior Modification Plan Designer: Nik & Spain Presentation: Nik & Spain	TWBAT learn what BIP is; how to implement it; how to track it; and how to communicate progress/regress with parents	K-5
Week of September 19	Engaging Students With Poverty in Mind Designer: Nik, Vela, Spain Presentation: Nik, Vela, Spain	TWBAT examine poverty paradigms and learn how to approach kids from disadvantaged backgrounds effectively and caringly.	K-5
September 26	K-2 Vertical Alignment ELA/Math 3-5 Content Training	K-2 TWBAT revisit ELA/Math TEKS, alignment and share strategies they are using to increase writing in classroom. 3-5 Split ELA/Math/Science will work with consultants, peers, and or LEAD to team to ensure they are prepared to 2nd six weeks.	K-5
Week of Oct 11	ALL STAFF PD	ALL STAFF PD	K-5
Week of October 12	Rigor in Lesson Plans and Classroom Delivery; 90:30 Update	TWBAT learn and practice applying Rigor (Questions and Teacher Student Actions) in lesson plans and for instruction. TWBAT report PTG on students in CSI and make plans for Q2.	3-5
Week of October 26	Building Culture: Professional Development for	TWBAT observe and apply Parent Communication Strategy taught at Boy, using school scenarios (WHAT TO DO AND WHAT TO AVOID)	

	Parent Communication		3-5
Week of Nov 7	ALL STAFF PD	ALL STAFF PF	K-5
Week of November 8	Data Analysis using Driven by Data Data Analysis and what to expect in a data conversation	TWBAT use Driven by Data learning to track students, in particular ELL and Sped.	3-5
Week of December 5	All STAFF	ALL STAFF	K-5
Week of December 6	MOY GEAR SHIFTING	TWBAT examine available data and make plans to adjust gears for the 2 nd semester in order for campus goals to be reached.	3-5
Week of December 20	CSI: 90-30	90:30	3-5
Week of January 6	ALL STAFF PD	ALL STAFF PD	K-5
January 7	STAAR Plan	TWBAT prepare STAAR plans for differentiated groups	3-5

Week January 21	SMART Goals and Trackers/Discipline or Culture Trackers/PM Folders	TWBAT revisit SMART goals and share best trackers in maintaining student mastery trackers.	3-5
February 6	ALL STAFF PD	ALL STAFF PD	K-5
Week of February 7	Buddy System	TWBAT understand the benefits of the buddy system and effectively implement that system in classroom.	3-5
Week of February 21	Instructional Strategy 3rd-5th Buddy teach or small group, K-2 Discipline tracker, fix ups, and use of ELL strategy	TWBAT provide updates to our campus on the items listed.	K-5
Week of Mar 3	ALL STAFF PD	ALL STAFF PD	3-5
Mar 4	Rigorous Curriculum and Delivery of Instruction	TWBAT identify next steps in planning and delivering a rigorous instruction. TWBAT identify the scope and sequence of the yearly PD for this priority.	3-5
Week of Mar 20	STAAR PLAN	TWBAT revisit the STAAR plan implementation and shift gears in order to meet the annual goals.	3-5
Week of Apr 3	ALL STAFF PD	ALL STAFF PD	K-5

Apr 4	Retention Training	TWBAT determine the criteria for retention, language economy for parent conferences, and learn rationale for retention.	3-5
Apr 17	Teacher Retention Dialogue	TWBAT discuss the retention spheres of influence and how to make the campus more powerful workplace	3-5
Week of May 2	Campus Needs Assessment Work time and Q and A	TWBAT spend time creating surveys, collecting data for CAN and making place for campus Stepback.	
Week of May 30	Campus Stepback	2 day agenda: TWBAT dig deep into campus data, identify root causes of success and failures as well as set 3-4 campus priorities for the school year.	

Teachers will attend the staff development listed which will address high priority areas, improve student learning, and enhance teachers' knowledge base.

Demographics

Designation	% / #
Enrolled	492 or 92%
At Risk	121 or 24.59%
SpEd	23 or 4.67%
FARM	423 or 89.98%
ELL	55 or 11.18%
Male	428 or 46.34%
Female	264 or 53.66%
African American	108 or 21.95%
White	15 or 2.05%
Hispanic	365 or 74.19%
Asian	0
Native American	0



IDEA Public Schools
IDEA College Preparatory San Juan



2016 - 2017 Student Achievement Improvement Plan

DISTRICT MISSION:

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

DISTRICT VISION:

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

DISTRICT CORE VALUES:

Closing the achievement gap and ensuring college success is the best way to help our students succeed in life, contribute to their communities, and overcome the obstacles they face. Achieving this requires the following beliefs and behaviors:

No Excuses: We control our destiny. What we do during the day matters more than poverty, parent education level, or other external factors. When the adults in the system get it right, our students are successful. Conversely, when our students fail, we don't blame unsupportive parents, parent education level, or other external factors: we look in the mirror and take responsibility.

Whatever it Takes: Through continuous improvement we achieve ambitious results. Those most successful at IDEA seek feedback, pore over the data, identify root causes, and implement solutions.

100% Every Day: Our mission and goals apply to 100% of our students, 100% of the time. Creating opportunities that didn't exist isn't easy, and it requires that people give their best every day.

Sweating the Small Stuff: The difference between excellence and mediocrity lies in paying attention and caring about the countless details that go into effective execution.

Team and Family: As the source of strength for our organization, we are committed to attracting and developing high caliber people.

CAMPUS MISSION:

IDEA College Preparatory San Juan will offer a college preparatory, STEM and AP infused environment focused on literacy and critical analysis skills to ensure that Saints students are properly prepared for the rigors of college classrooms.

DISTRICT GOALS 2016-17:

PRIORITY #1: Students Graduate College-Ready

- 1A. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1B. Average ACT score: 21
- 1C. Avg. # of core subject area AP/IB exams taken | % of grads named AP scholars: 4 | 35%
- 1D. % of graduates who are accepted to and enter a college or university: 100%
- 1E. % of K-2 students who end year on/above grade level in reading | language | math: 95%
- 1F. % of students graduating college in 4 | 6 years: 45% | 65%

PRIORITY #2: Build a Strong & Sustainable Organization

- 2A. Teacher Retention: 85%
- 2B. % of employees who net agree | strongly agree with IDEA's organizational strength measure: 85% | 45%
- 2C. Average Daily Attendance: # | %: 14,926 | 97.50%
- 2D. Student Persistence: 93%
- 2E. Teacher Attendance (in classroom with students): 95%
- 2F. Parents/Families who give IDEA an "A" grade or Higher: 90%

PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment: 18,884
- 3C. Schools in operation: 36
- 3D. % of Teacher and Principal vacancies filled by June with candidates meeting hiring managers' standards: 98%

Professional Campus Staff

Administrative Staff		Counseling Staff	Other Support Staff
Andrea Lopez Principal	Itzbi Mendoza Assistant Principal of Instruction	Sandy Abrego Director of College Counseling	Veronica Castro Ramirez, 21st Century Site Coordinator
Ariel Juarez Assistant Principal of Instruction	Lindsey Campbell Principal in Residence	Bellanira Nava, College Counselor	Lana Rodriguez, Interventionist
Cassie Reyes Principal in Residence	Jovanna Cantu APO	Marie Gonzalez, Academic Counselor	Jorge Ceballos, Engineering Principles
			James Martinez, AVID Teacher
			Jose Balderas, Individualized Learning Specia
			Nancy Morales, RRC Facilitator
			Elizabeth Bowie, 21st Century Enrichment Specia
			Angel Reyes, 21st Century Enrichment Specia
			Tanya Cantu, 21st Century Enrichment Specia
			JiaJun Wang, 21st Century Enrichment Specia
			Axel Iruegas, AVID Tutor
			Elizabeth Ramirez, AVID Tutor & 21 st Century Enrichment Specialist
			Victoria Segundo, AVID Tutor
			Glory Trevino, Tutor – AVID Tutor
			Jesus Rodriguez – Flex Teacher
6 th Grade		7 th Grade	8 th Grade
David Trevino, ELA Pre-AP Teacher	Esther Celestin, ELA Pre-AP Teacher	Sarah Solis, Writing (6 th & 7 th)	Priscilla Torres, ELA Pre-AP Teacher
Arlene Montano, Science Pre-AP Teacher (6 th & 7 th)	Romeo Cerda, Math Pre-AP Teacher	Selina Montez, ELA Pre-AP Teacher	Hector Luevanos, Humanities Pre-AP Teacher
Francisco Garcia, Humanities Pre-AP Teacher (6 th & 7 th)	Irene Trujillo, Foundation Math 6 th	Alejandra Cabrera Pre Algebra Teacher	Tatiana Baruch, Math Pre-AP Teacher
		Francisco Garcia, Humanities Pre-AP Teacher (6 th & 7 th)	Tiffany Martinez, Science Pre-AP Teacher
		Arlene Montano, Science Pre-AP Teacher (6 th & 7 th)	
9 th Grade		10 th Grade	11 th Grade
Ray Ruiz, AP Human Geography Teacher	Karen Quiroga, Biology Pre-AP Teacher	William Staples, AP World History Teacher	Ricardo Hinojosa, AP English Language Teacher
Ana Hernandez Gonzalez, Geometry Pre-AP Teacher	Frank Rodriguez, English I Teacher	Cecilia Carillo, Algebra II Pre-AP Teacher	Jorge Ceballos, AP Physics 1 Teacher
		Irwin Mendoza, Chemistry Pre-AP Teacher	Dustin Kipp, AP US History Teacher
		Krystal Elizalde, English II Pre-AP Teacher	Melanie Harr, Calculus Pre-AP Teacher

12 th Grade	Specialty Teachers	Physical Education
Vidal Hernandez, AP Calculus Teacher Krystal Hernandez, AP Biology Teacher Ricardo Uribe, AP English Literature Teacher Maria Alvarez, AP Government/AP Economics Teacher	Isela Guerra Garcia, Art Julissa Rodriguez, Art Cristina Correa, Art Veronica Garza, SPED Teacher Cassandra Lozano, Special Education Marcella Lozano, Special Education Edwardo Lopez, Special Education Heather Arratia, Special Education, Life Skills Elias Ramos, Technology Janett Landeros, Technology Victor Cervantes, AP Spanish Language Leticia Molina, AP Spanish Literature Aylem Navarro, Spanish I Eloisa Moreno, Practical Reading & Writing Sherry Fielder, Engineering	Luis Guardiola, Physical Education Ernesto Gutierrez, Physical Education

*Bilingually Certified

Para-Professionals Campus Staff

Co-Teachers

Patricia Garcia, Co-Teacher
Anabel Segovia, Co-Teacher
Ambar Reyes, SPED Teacher Fellow
Selma Gonzalez, Co-Teacher
Carla Fiscal, Co-Teacher P.E.

Office Staff

Prescilia Davila, Administrative Assistant

Operations Staff	
<p> Dina Ivey, Business Clerk Sandra Delgado, Health Aide Esther Hinojosa, Receptionist Liliana Hernandez, Registrar Herman Castillo, Bus Driver Dennis Morgan, Bus Driver Belinda Cazares, Bus Driver Martin Guerrero, Bus Driver Leticia Quintanilla, Bus Driver Deisy Elizondo, Bus Driver Gonzalo Garza, Bus Driver Serapio Ambriz, Bus Driver Mariela Montalvo, Bus Driver Pedro Perez, Bus Driver Arturo Lopez, Bus Driver Carlos Pulido, Bus Driver Jay Vasquez, Bus Driver Mechanic Ruth Perozo Rosado, Bus Monitor Delilah Contreras, Bus Monitor Arnoldo Torres, Cafeteria Manager Gerardo Leyva, Campus Transportation Manager Ruben Villarreal Contreras, Custodian Minerva Alcocer, Custodian Miriam Alcocer, Custodian Juan Mata, Custodian Ricardo Morales, Facilities Manager Raul Prishker, Food Service Specialist Laura Gonzalez, Food Service Specialist Maribel Ramirez, Food Service Specialist Elizabeth Tristan , Assistant Manager in CNP </p>	

Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Andrea Lopez Fernandez (Principal, Administration)	Monday, August 29, 2016	<ol style="list-style-type: none"> 1. Parent Involvement Committee 2. Culture 3. TSTEM Initiatives 4. Field Lesson Planning & Fundraising 5. Sept. 16 event planning
Lindsey Campbell (Principal in Residence, Administration)	Monday, September 26, 2016	<ol style="list-style-type: none"> 1. Fall Festival 2. Red Ribbon Week 3. TSTEM Initiatives 4. Field Lesson Planning & Fundraising
Cassie Reyes (Principal in Residence, Administration)	Monday, October 24, 2016	<ol style="list-style-type: none"> 1. Holiday Food Drive 2. Data Review 3. TSTEM Initiatives 4. Field Lesson Planning & Fundraising
Yvette Gonzalez (Academic Counselor, Administration)	Monday, November 28, 2016	<ol style="list-style-type: none"> 1. Toy & Coat Drive 2. Holiday Decoration & Celebration for students & staff 3. Data review 4. Field Lesson Planning & Fundraising
Ariel Juarez (Assistant Principal of Instruction, Administration)	Monday, January 23, 2017	<ol style="list-style-type: none"> 1. Career Fair 2. Data review 3. Field Lesson Planning & Fundraising
Itzbi Mendoza (Assistant Principal of Instruction, Administration)	Monday, February 27, 2017	<ol style="list-style-type: none"> 1. Spring Break Safety Awareness 2. Data review 3. Campus Culture
Jovanna Cantu (Assistant Principal of Operation)	Monday, March 27, 2017	<ol style="list-style-type: none"> 1. College Commitment 2. Budget review 3. Data review 4. Testing
Cassandra Lozano (GTL, 6 th Grade)	Monday, April 24, 2017	<ol style="list-style-type: none"> 1. EOY celebrations (CSD, Graduation, Awards, TOY, etc) 2. Family picnic 3. 5 de Mayo 4. Awards Planning/Millionaire Celebrations 5. Teacher Appreciation
Isela Guerra (GTL, 7 th Grade)		
Tiffany Martinez (GTL, 8 th Grade)		
Francisco Rodriguez (GTL, 9 th Grade)		
Billy Staples (GTL 10 th Grade)		
Melanie Harr (GTL, 11 th Grade)		
Krystal Hernandez (GTL, 12 th Grade)		
TBD (Parent Representative)		
TBD (Community Representative)		

Campus Budget Summary

The following funds are being combined in the Student Achievement Improvement plan to meet the needs of the students on this campus. All funds are used to implement: plan components, reform strategies, staff development activities, parental involvement activities, and strategies to overcome barriers. The General Fund includes funds for salaries, stipends and benefits.

Funding Sources – Local

199	General Fund
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Funding Sources - State

161	State Gifted & Talented	
163	State Special Education	
164	State Compensatory	
404	Accelerated Reader/Math	0
165	State Bilingual	\$ 21,033
411	Technology Allotment	0
192	Technology Sp. Fund	0

Funding Sources - Federal

204	Title IV Drug Free School	0
211	Title I Regular	\$332,804
212	Title I Migrant	\$ 33,582
224	IDEA-B Formula	\$ 43,230
255	Title II, Part A, Classroom Size Red./Eisenhower	\$ 93,000
262	Title II, Part D, Technology	0
263	Title III – Bilingual	\$ 1000

Total: \$909,815

Campus Budget Summary

This budget summary will be provided by HQ after campus budgets are finalized.

IDEA COLLEGE PREP – SAN JUAN

Campus Demographics*

Student Populations	Number of Students	Percentage of Students
Enrollment	746	100%
At Risk	384	51.47%
SPED	49	6.57%
F.A.R.M.	686	91.96%
ELL	186	24.93%
Male	348	46.65%
Female	398	53.35%
Amer. Indian	0	0%
Asian	7	0.94%
Black	2	0.27%
White	9	1.21%
Hispanic	727	97.45%

Campus Committees

English Language Arts	Math
Committee Chair(s): Lindsey Campbell Committee Members: <ol style="list-style-type: none"> 1. Esther Celestin 3. Eloisa Moreno 4. Sarah Solis 5. Selina Montez 6. Priscilla Torres 7. Francisco Rodriguez 8. Krystal Elizalde 9. Ricardo Hinojosa 10. Ricardo Uribe 	Committee Chair(s): Cassie Reyes Committee Members: <ol style="list-style-type: none"> 1. Romeo Cerda 2. Alejandra Cabrera 3. Tatiana Baruch 4. Ana Hernandez Gonzalez 5. Melanie Harr 6. Vidal Hernandez 7. Irene Trujillo 8. Sherry Fielder Kite
Science	Humanities
Committee Chair(s): Itzbi Mendoza Committee Members: <ol style="list-style-type: none"> 1. Arlene Montano 2. Tiffany Martinez 3. Karen Quiroga 4. Irwin Mendoza 5. Jorge Ceballos 6. Krystal Hernandez 	Committee Chair(s): Ariel Juarez Committee Members: <ol style="list-style-type: none"> 1. Hector Luevanos 2. William Staples 3. Dustin Kipp 4. Lily Alvarez
Staff Quality, Recruitment and Retention	Family and Community Involvement
Committee Chair(s): Andrea Lopez Fernandez Committee Members: <ol style="list-style-type: none"> 1. Isela Guerra 2. Ernesto Gutierrez 3. Veronica Garza 4. Marcella Lozano 5. David Trevino 	Committee Chair(s): Yvette Gonzalez Committee Members: <ol style="list-style-type: none"> 1. Aylem Navarro 2. Heather Arratia 3. Janett Landeros 4. Eduardo Lopez 5. Lana Rodriguez
100% College Matriculation	School Culture and Climate
Committee Chair(s): Sandy Abrego Committee Members: <ol style="list-style-type: none"> 1. Bellanira Nava 2. Bianca Hernandez 3. James Martinez 4. Leticia Molina 5. Julissa Rodriguez 	Committee Chair(s): Jovanna Cantu Committee Members: <ol style="list-style-type: none"> 1. Luis Guardiola 2. Cassandra Lozano 3. Cristina Correa

Areas of Strength	Areas of Need
<ul style="list-style-type: none"> • High Student Persistence • Highly Qualified Teachers • Content Certified Teachers • STAAR scores improved overall in CP Math in Percentage of students Passing at Level 2 and 3. • STAAR scores improved overall in CP Reading in Percentage of students Passing at Level 2 and 3. • STAAR scores improved overall in CP Writing in Percentage of students Passing at Level 2 and 3. • STAAR scores improved overall in CP Humanities in Percentage of students Passing at Level 2 and 3. • STAAR Scores improved overall in CP Science in Percentage of students passing at Level 3. 	<ul style="list-style-type: none"> • Additional training and implementation of differentiated instruction <ul style="list-style-type: none"> ○ This will need to be scaffolded to meet the needs of teachers and then followed up by instructional coaches to ensure consistent and successful implemented strategies in the classroom • Consistently ensure quality lessons from teachers. (Lead team will review lessons weekly) • More accountability of teacher/student/manager tracking of Special Population students <ul style="list-style-type: none"> ○ (This includes Level 3 students, SpEd, and ELL) ○ Tracking through Objectives for every Quarter towards each IA ○ Continue coaching teachers on data disaggregation at the beginning of the year and periodically throughout the school year to ensure student tracking. • Increase parent involvement and communication through Parent Teacher Association • Enhance our campus culture from compliance to a culture of achievement through excellent teaching and investment/motivation strategies in every classroom
New Initiatives	
<ul style="list-style-type: none"> • Implementation of Reports on the HUB website to review progress of students on a weekly/bi-weekly basis and use of these during weekly check-ins with teachers • Joint culture walkthroughs with lead team weekly • In depth training for implementation of differentiation and SIOP strategies in the classroom • Specific and consistent professional development of Teacher Leaders that are tied to School Leadership Levers (which is grounded in our priority of leader development) • Lead team members will jointly review Lesson plans for teachers weekly. • Consistent observation and feedback of Highest Leveraged GET Rubric throughout the year. (specifically 1B, 1C, 2C, and Guidepost 6) • Set time every 4th week of the year to reach out to parents to update on student progress and communicate with teachers as well as a coffee hour with the principal on a regular basis • Additional Writing classroom for middle school classes to improve ELA scores • Coaching around aggressive monitoring during guided and independent practice. 	
Continuing Initiatives	
<ul style="list-style-type: none"> • Joint instructional rounds on a weekly basis with all lead team members) • Implementation of TEACHBOOST to both Coach and Develop teachers • Continued partnership with NMSI (National Math Science Institute) to ensure teachers have the necessary vertical alignment and rigor for student success in all Pre-AP and AP Classes and having teachers • Improved requirements for lesson plans for catalyst period. • RULER method will be used across all grade levels to ensure emotional intelligence is also being fostered. • Visible tracking systems in all classrooms. Progress tracking by Teacher/ instructional coach/ and students. • Continued use of resources such as ARC, STEM Scopes, Imagine Learning, Renaissance Testing, Scientific minds, DI, DISE, etc... • Continued Grade level 90/30 meetings to ensure that individual priority students are having all needs met. 	

Staff Development

Date	Session Title/Topic	Session Objective(s)
8/23/2016	Guidepost 1: Goal Setting & Investment/Guidepost 2: Climate & Culture	TWBAT set SMART goals that drive instruction & classroom focus. TWBAT invest and motivate students and parents to achieve their goals. TWBAT develop positive relationships with students and build a culture of hard work. TWBAT set high expectations and engagement through consistent routines and procedures that maximize instructional time.
8/30/2016	SpEd & ELL	TWBAT utilize 2 strategies specifically aimed at increasing SpEd and ELL performance.
9/6/2016	Guidepost 3: Lesson Planning	TWBAT use IDEA standards and curriculum to create aligned lessons with an effective gradual release to students.
9/20/2016	SpEd & ELL	TWBAT utilize 2 strategies specifically aimed at increasing SpEd and ELL performance.
10/4/2016	Guidepost 4: Lesson Delivery	TWBAT
10/18/2016	SpEd & ELL	TWBAT utilize 2 strategies specifically aimed at increasing SpEd and ELL performance.
11/1/2016	Guidepost 5: Data Driven Decisions	TWBAT use assessment data, including historical data, diagnostics, and ongoing assessments to drive instructional planning and delivery decisions
12/6/2016	SpEd & ELL	TWBAT utilize 2 strategies specifically aimed at increasing SpEd and ELL performance.
1/10/2016	TBD dependent upon IA 2 data and CR observation needs	
2/7/2016	TBD dependent upon IA 2 data and CR observation needs	
3/7/2016	TBD dependent upon CR observation and data assessment needs	
4/4/2016	TBD dependent upon CR observation and data assessment needs	
5/2/2016	Comprehensive Needs Assessment	TWBAT reflect on the school year and provide insight on campus areas of strength and areas of growth.

IDEA Public Schools

IDEA Academy Weslaco



2016 - 2017 Student Achievement Improvement Plan

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- 1C. Avg. # of core subject area AP/IB exams taken | % of grads named AP scholars: 4 | 35%
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- 1E. % of K-2 students who end year on/above grade level in reading | language | math: 95%
- 1F. % of students graduating college in 4 | 6 years: 45% | 65%

PRIORITY #2: Build a Strong & Sustainable Organization

- 2A. Teacher Retention: 85%
- 2B. % of employees who net agree | strongly agree with IDEA's organizational strength measure: 85% | 45%
- 2C. Average Daily Attendance: # | %: 14,926 | 97.50%
- 2D. Student Persistence: 93%
- 2E. Teacher Attendance (in classroom with students): 95%
- 2F. Parents/Families who give IDEA an "A" grade or Higher: 90%

PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment: 18,884
- 3C. Schools in operation: 36
- 3D. % of Teacher and Principal vacancies filled by June with candidates meeting hiring managers' standards: 98%

Professional Campus Staff		
Administrative Staff	Counseling Staff	Other Support Staff
Jayne Pocquette Principal Claribe Salinas Assistant Principal of Instruction Melissa Molina Assistant Principal of Instruction Sylvia Mejia Principal in Residence	Penelope Diaz	
Kindergarten	First Grade	Second Grade
Melanie Garza* Ashely Alvarez Imelda Bocanegra Rosario Gutierrez*	Cynthia Morley Amy Ysquiredo Erica Fuentes	Abel Gonzalez Eliza Huerta Jennifer Dominguez
Third Grade	Fourth Grade	Fifth Grade
Kellie Guerra* Maria Vargas Irma Gomez	Erica Escalon Hipolita Zapata Amanda Valdez	Marisa Martinez Melinda Hernandez Claudia Cordon
Physical Education	Specialty Teachers	Teaching Fellow/Teaching Resident
Beatrice Villarreal	Jackie Losoya (SPED) Itzel Zepeda (SPED) Damaris Perez (Interventionist) Melissa Garcia (Interventionist)	Rosario Suarez, Kinder, Teaching fellow Sabrina Esquivel, Kinder Teaching Fellow Anisa Perez 1 st grade Teaching Fellow Alexis Esquivel, 2 nd grade Teaching Fellow

*Bilingually Certified

Para-Professionals Campus Staff

Co-Teachers	Office Staff
<p>Irene Gonzalez Kinder Melylnda Camacho, Kinder Claudia Martinez, 1st grade Veronica Garcia, 2nd grade Laura San Miguel, 2nd grade Roberta Valadez, AR Lab Cathy Salinas, AR Lab Christina Jimenez, ILearning Hotspot Robert Anciso, PE</p>	<p>Amelia Silva, Receptionist Selina Wright, Administrative Assistant Gracie Garcia, Health Aide</p>
Operations Staff	
<p>Carlos Benavidez, Assistant Principal of Operations Laura Vega, SIS Julissa Araguz , Registrar Enrique De Hoyos, Facilities manager Rosalinda Zapata , Budget Clerk Juan Puenelas CNP Manager Transportation Clerk, Emmanuel Hernandez</p>	

Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Jayne Pocquette Principal, Administration	September 15, 2016	<ol style="list-style-type: none"> 1. School Culture 2. Parent involvement 3. Silent Auction
Sylvia Mejia Principal in Residence, Administration	October 13, 2016	<ol style="list-style-type: none"> 1. Data Review 2. Fall Festival 3. Red Ribbon Week
Penelope Diaz Academic Counselor, Administration	November 10, 2016	<ol style="list-style-type: none"> 1. Data Review 2. Canned Food Drive 3. Budget Review
Melissa Mendoza, Assistant Principal of Instruction, Administration	December 1, 2016	<ol style="list-style-type: none"> 1. Toy Drive 2. Secret Angels 3. Christmas Celebration for students & staff
Carlos Benavidez, Assistant Principal of Operations, Administration	January 12, 2017	<ol style="list-style-type: none"> 1. Data Review 2. Budget Review 3. Tutoring
Ashley Esquivel Grade Level Chair, Kinder	February 9, 2017	<ol style="list-style-type: none"> 1. Data Review 2. Father/Daughter Dance
Cynthia Morely Level Chair, 1 st grade	April 13, 2017	<ol style="list-style-type: none"> 1. Data Review 2. Budget Review
Jennifer Dominguez, Grade Level Chair, 2 nd grade	May 11, 2017	<ol style="list-style-type: none"> 1. Data Review 2. EOY activities
Irma Gomez, Grade Level Chair, 3 rd grade		
Erica Escalon, Grade Level Chair, 4 th grade		
Damaris Perez, Grade Level Chair, 5 th grade		
Beatrice Villarreal, Blended Learning, All grades		
Michelle Rivas, Parent Representative		
Community Representative: Pending		

Campus Budget Summary

The following funds are being combined in the Student Achievement Improvement plan to meet the needs of the students on this campus. All funds are used to implement: plan components, reform strategies, staff development activities, parental involvement activities, and strategies to overcome barriers. The General Fund includes funds for salaries, stipends and benefits.

Funding Sources – Local

199 General Fund

Funding Sources – State

161	State Gifted & Talented	
163	State Special Education	
164	State Compensatory	
404	Accelerated Reader/Math	
165	State Bilingual	
411	Technology Allotment	
192	Technology Sp. Fund	

Funding Sources – Federal

204	Title IV Drug Free School	
211	Title I Regular	
212	Title I Migrant	
224	IDEA-B Formula	
255	Title II, Part A, Classroom Size Red./Eisenhower	
262	Title II, Part D, Technology	
263	Title III – Bilingual	

Total:

IDEA Academy Weslaco
Campus Demographics*

Student Populations	Number of Students	Percentage of Students
Enrollment	692	
At Risk	320	46.24%
SPED	21	3.03%
F.A.R.M.	606	87.57%
ELL	213	30.78%
Male	337	48.70%
Female	355	51.30%
Amer. Indian	2	0.29%
Asian	5	0.72%
Black	0	0%
White	16	2.31%
Hispanic	669	96.68%

**As of 10/25/2013*

Campus Committees

Kindergarten/1 st grade	2 nd /3 rd grade
<p>Kinder Committee Chair(s): Ashley Alvarez Kinder Committee Chair(s): Penelope Diaz</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Rosario Gutierrez 2. Melanie Garza 3. Imelda Bocanegra 4. Irene Gonzalez 5. Melynda Camacho 6. Sabrina Esquivel 7. Rosario Suar3z <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Cynthia Morley 2. Amy Ysqueirido 3. Jessica Saenz 4. Robert Lozano 5. N. Bhakta 	<p>Committee Chair(s): Damaris Perez Committee Chair(s): Irma Gomez</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Abel Gonzalez 4. Eliza Huerta 5. Laura San Miguel 6. Alexis Esquivel 7. Jennifer Dominguez <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Kellie Guerra 2. Maria Vargas
4 th /5 th grade	School Culture and Climate
<p>Committee Chair(s): Amanda Valdez Committee Chair(s): Marisa Martinez</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Erica Escalon 2. Hipolita Zapata <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Claudia Cordon 	<p>Committee Chair(s): Amanda Valdez</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Melynda Camacho 2. Melanie Garza 3. Sabrina Esquivel 4. Irene Gonzalez 5. Rosario Suarez 6. Hipolita Zapata 7. Ashley Alvarez 8. Erica Escalon
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p>Committee Chair(s): Penelope Diaz</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Amy Ysquierdo 2. Cynthia Morley 3. Jessica Saenz 4. Damaris Perez 5. Roberta Valadez 6. Alexis Esquivel 7. Eliza Huerta 8. Erica Fuentes <ol style="list-style-type: none"> 9. Abel Gonzalez 10. N Bahkta 11. Laura San Miguel 12. Jennifer Dominguez 	<p>Committee Chair(s): Maria Vargas</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Melissa Garcia 2. Jackie Losoya 3. Bea Villarreal 4. Rosario Gutierrez 5. Irma Gomez 6. Imelda Bocanegra 7. Kellie Guerra 8. Robert Lozano <ol style="list-style-type: none"> 9. Itzel Zepeda

New Initiatives

- | | |
|---|---|
| <ul style="list-style-type: none"> Interventionist for DI & 3rd grade Reading Quarterly Awards assemblies Weekly “Victory Runs” Ruler program for character education K-2 Science & Social studies Scope & sequence | <ul style="list-style-type: none"> Grade level daily huddles Grade level weekly tacticals K-5 writing plan |
|---|---|

Continuing Initiatives

- | | |
|--|---|
| <ul style="list-style-type: none"> District Culture Kit Saturday School tutoring After school tutoring Direct Instruction curriculum in Kinder-2nd grade iLearning Hotspot and AR Zone labs open to students and parents after school and on Weekends STEMScope curriculum for Science STAAR “Camps” for reading, writing, math, & science Weekly Data conversations with all staff 90/30 grade level meetings 3rd & 4th DI Practice sessions Anchor Charts for ELL students and STAAR strategies Provide Classroom Libraries ‘Life” Binders and/or planners for students and parent communication Staff development Cycle Weekly STAAR Quizzes Dr. Suess’ Birthday Bash SBDM monthly meetings Words of Wisdom Weekly Positive phone calls to parents Utilize Lead4ward to analyze IA data and structure intervention activities along with instructional activities. | <ul style="list-style-type: none"> Integrate STAAR stem questions into DI stories 3rd, 4th, & 5th grade Team analysis and planning after each IA Visible tracking system based on objectives for 3rd – 5th grade. DI Lesson progress and goals posted Weekly backwards planning Individualized homework in K – 2nd grade Student trackers for DI and STAAR Professional Development based on IA results West Wing Grade Level Meetings Grade level leader meetings End of Year Awards assemblies Red Ribbon week Canned Food Drive Father/Daughter Dance Commitment to College assemblies DI Online (paperless data collection) 21st Century Grant afterschool program (After school piano lessons, Destination Imagination, Dance, Big Brothers/Big Sisters, Sylvan Learning) Interventionist for 3rd – 5th grade ELA Do Math Now program for math intervention LLI Reading program for reading intervention Recurring Special education professional development through out the school year |
|--|---|

Staff Development

Date	Session Title/Topic	Session Objective(s)
8.08.16	Beginning of the year PD: State of the School, Goal Setting/TeachBoost/Writing Plan	TWBAT understand the state of the school, set goals, understand the coaching/tracking system and be able to implement our writing plan.
8.9.16	BOY PD: Staff & Student safety, Core Values, Special Pops	TWBAT: Identify procedures for staff & student safety, explain our core values, identify their special populations within their classroom
8.10.16	BOY PD: DI Online & Illuminate, Handbook, Counseling procedures, Operations	TWBAT: implement DI online & Illuminate software, Understand & implement systems and procedures in regard to staff handbook, counseling and operations
8.12.16	BOY PD: Student Culture-Discipline/Ruler system/ Science & Social studies scope & sequence, lesson planning	TWBAT: implement the school wide discipline plan, scope & sequence, and create rigorous lesson plans
9.23.16	Course collaboration	TWBAT: reflect & plan instruction for the next 2 months
10.21.16	Course collaboration	TWBAT: reflect & plan instruction for the next 2 months
11.11.16	Course collaboration	TWBAT: reflect & plan instruction for the next 2 months
1.5.17	Course Collaboration	TWBAT: reflect & plan instruction for the next 2 months
1.6.17	Course collaboration	TWBAT: reflect & plan instruction for the next 2 months
2.10.17	Course collaboration	TWBAT: reflect & plan instruction for the next 2 months
3.10.17	Course collaboration	TWBAT: reflect & plan instruction for the next 2 months

Teachers will attend the staff development listed which will address high priority areas, improve student learning, and enhance teachers' knowledge base.

IDEA Public Schools

IDEA FRONTIER ACADEMY



CAMPUS LOGO HERE

2016 - 2017 Student Achievement Improvement Plan

DISTRICT MISSION:

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

DISTRICT VISION:

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

DISTRICT CORE VALUES:

Closing the achievement gap and ensuring college success is the best way to help our students succeed in life, contribute to their communities, and overcome the obstacles they face. Achieving this requires the following beliefs and behaviors:

No Excuses: We control our destiny. What we do during the day matters more than poverty, parent education level, or other external factors. When the adults in the system get it right, our students are successful. Conversely, when our students fail, we don't blame unsupportive parents, parent education level, or other external factors: we look in the mirror and take responsibility.

Whatever it Takes: Through continuous improvement we achieve ambitious results. Those most successful at IDEA seek feedback, pore over the data, identify root causes, and implement solutions.

100% Every Day: Our mission and goals apply to 100% of our students, 100% of the time. Creating opportunities that didn't exist isn't easy, and it requires that people give their best every day.

Sweating the Small Stuff: The difference between excellence and mediocrity lies in paying attention and caring about the countless details that go into effective execution.

Team and Family: As the source of strength for our organization, we are committed to attracting and developing high caliber people.

CAMPUS MISSION:

Frontier Academy's Mission is to prepare K-5th students from underserved communities with the necessary higher order thinking skills to be able to close their achievement gap and be on track for college matriculation as they enter Frontier College Prep. We believe that it is our responsibility to ensure that every single student learns, achieves, and builds an inner confidence through our IDEA Core Values to ensure them a successful future despite of any obstacles

Para-Professionals Campus Staff

Co-Teachers

Ana Rodriguez	K	Joshua Reyes	Hot Spot
Aide Monares	K	Veronica Pena	AR Facilitator
Myra Morin	K	Loyda Espinoza	AR Facilitator
Laura Maestro	K	Jaime San Miguel	Coach
Ana Aleman	1 st		5 th
Veronica Gonzalez	1st		
Sesia Ramirez	1st		
Roshni Rama	2 nd		
Stephen Goodrich	2nd		
Vacancy	2nd		

Office Staff

Dora Villegas	Principal
Linda Torres	API
Richard Bell	API
Judith Morrison	AC
Olga Castillo	AA

Operations Staff

Nelda Garcia	APO
Nereida Mendez	Receptionist
Corina Martinez	Nurse
Vacancy	Registrar
Melissa Solis	SIS Coordinator
Veronica Aguas	Business Clerk
Juan Gonzalez	Facilities Manager

Teachers

Astrid Borrego-K
 Paloma Hernandez-K
 Jenifelin LeBaron-K
 Nora Dimas-K
 Sandra Diaz-1st
 Linda Cantu-1st
 Heidi Rojas-1st
 Christopher Hite-2nd
 Trisha Jimenez-2nd
 Lydia Hernandez-2nd
 Cynthia Aguilar-3rd
 Edna Paz-3rd
 Edlin Centeno-3rd
 Maria Loyde- 4th
 Cecilia Monjaras-4th
 Sandra Macias-4th

Kandy Goodrich-5th
 Hanna Nino-5th
 Kimberly Reyes-5th
 Olivia Arriaga-SPED
 Laura Fowkes-Interventionist
 Ruth Martinez-Interventionist
 Cassandra Hinojosa-PE

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Site Based Decision Making Committee		
Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Dora Villegas, Administration	Friday, September 2nd	<ol style="list-style-type: none"> 1. Field Lesson Fundraising 2. Culture 3. Book Character Parade
Linda Torres, Administration	Friday, October 7th	<ol style="list-style-type: none"> 1. Red Ribbon Week 2. Bully Prevention 3. Fundraising updates
Judith Morrison, Administration	Friday, November 4th	<ol style="list-style-type: none"> 1. Food Drive 2. Community Hours (parents/students) 3. Fundraising updates 4. Frontier Friday Family Movie Night 5. Christmas Parade/Veterans Float
Richard Bell, Administration	Friday, December 2nd	<ol style="list-style-type: none"> 1. Toy Drive 2. Christmas Student/Staff Celebration 3. Fundraising updates
Nelda Garcia, Administration	Friday, January 13th	<ol style="list-style-type: none"> 1. Field Lesson updates 2. Guest Speakers – Career Day 3. Charro Days Float
Astrid Borrego, K Grade	Friday, February 3rd	<ol style="list-style-type: none"> 1. Fundraising Updates 2. Frontier Friday Family Movie Night
Sandra Macias, 4 th Grade		
Adriana Torres, Parent		
Carmen Hernandez, Community Representative		

	Friday, March 3rd	<ol style="list-style-type: none"> 1. STAR Bash 2. Field Lesson updates
	Friday, April 7th	<ol style="list-style-type: none"> 1. Field Day 2. Review Budget 3. EOY celebrations

Campus Committees

Language Arts	Math
<p>Committee Chair(s): Dora Villegas</p> <p>Committee Members:</p> <ul style="list-style-type: none"> • Linda Torres • Linda Cantu • Brenda Cantu • Edna Paz • Edlin Centeno • Cecilia Monjaras • Loyda Espinoza • Trisha Jimenez 	<p>Committee Chair(s): Cynthia Aguilar</p> <p>Committee Members:</p> <ul style="list-style-type: none"> • Laura Fowkes • Nora Dimas • Heidi Rojas • Lydia Hernandez • Maria Loyde • Kandy Goodrich • Stephen Goodrich
Science (As Applicable)	School Culture and Climate
<p>Committee Chair(s): Richard Bell</p> <p>Committee Members:</p> <ul style="list-style-type: none"> • Jeniferlin LeBaron • Nora Medrano • Olivia Arriaga • Nora Dimas • Laura Maestro 	<p>Committee Chair(s): Sandra Diaz</p> <p>Committee Members:</p> <ul style="list-style-type: none"> • Judith Morrison • Veronica Pena • Paloma Hernandez • Jaime San Miguel • Rebecca Villarreal
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p>Committee Chair(s): Sandra Macias</p> <p>Committee Members:</p> <ul style="list-style-type: none"> • Nelda Garcia • Christopher Hite • Diana Benavides • Veronica Gonzalez • Stephen Goodrich 	<p>Committee Chair(s): Astrid Borrego</p> <p>Committee Members:</p> <ul style="list-style-type: none"> • Olga Castillo • Ruth Martinez • Aide Monares • Cassie Hinojosa • Ana Rodriguez

New Initiatives

Campus	Grade Level
<ul style="list-style-type: none"> • Parent Community Night • ClassDojo • Book Fair for Academy • HS Trackers across all grade levels in Math classrooms • HS Celebrations • Science Fair 3rd-5th • Frontier Friday Family Movie Night • K-5th Grade Level Student Team Meetings • Parent Nutritional Classes • Parent Zumba Classes • Swimming Classes • Book Study Teach like a champion • Bringing Joy to our Campus • Campus wide Team building 	<ul style="list-style-type: none"> • Kinder-Parent Socials (3 per year) • Kinder-Friday craft activities during centers/science to motivate students to come to school and provide a seasonal fun project that can be sent home. • 4th Grade-Writing Café • Increase staff involvement and participation in races • GLT Student Meetings • Terrific Tuesday Team Meetings • Program completion Medals K-2nd and CSI students • The Walk of Fame Celebrations • 1st and 2nd Push for Millionaires • 1st and 2nd Push for Math Masters

Continuing Initiatives

Campus	Grade Level
<ul style="list-style-type: none"> • UIL • Sports Clubs (flag football, soccer, running) • Sports Leagues (Volleyball & Basketball) • Study Island • Iready • Afterschool Tutorials • 100% Meetings • Chess Competition Club • Core Value stickers • Charger stamps • Core Value Recognition • Alternate PD/GL Monday Meetings • Anti-bullying program • Playworks strategies in recess • After school Guitar program and Dance clubs • Consecutive Year Perfect Attendance Scholarships 	<ul style="list-style-type: none"> • AR- Electric Store (Having it once a month instead of every 2 weeks to allow the students to save up more charger stamps) • Millionaire Readers (Having a big celebration/something fun for all the Frontier Academy Millionaires towards the end of the year to motivate them to meet this challenge). • More involvement from 1st & 2nd to create more Word Master • Continue Handwriting Program Dr. Madigan • 5th Grade-Book Club (Use Kindles) • AR-Improve students' AR folder to include important Log-in information for I-ready, Home Connect, and AR (when they open Renaissance at home during breaks). • AR- Have the ELA (3rd-5th) teachers require and TRACK the students to take the AR quiz of the books they read aloud every week with their class. This will help the students earn more points, words, and hopefully improve their average

Staff Development

Date	Session Title/Topic	Session Objective(s)
8/8/16	BOY Professional Development	TWBAT to understand where we are as a campus recognizing our success and areas of growth
8/9/16	BOY Professional Development	TWBAT apply classroom structures that work
8/10/16	BOY Professional Development	TWBAT apply the different campus and procedures to ensure culture consistency and follow through.
8/11/16	BOY Professional Development	TWBAT analyze grade level special populations and create a sitting chart that prioritizes at risk students
8/12/16	BOY Professional Development	TWBAT gain the knowledge necessary to be part of the LPAC Committee and make academic decisions for our ELL students
8/13/16	Teacher Work Day & Meet the Teacher Social	TWBAT prepare classroom for BOY and welcome parents and students
8/15/16	ELL Training for LPAC-ing	TWBAT Debrief on 1 st day of school success and area of growth
8/17/16	Staff Benefits Update	TWBAT familiarize themselves with updates and changes on Benefits
8/22/16	Monitoring and Feedback Techniques during student practice	TWBAT practice student IP monitoring and giving feedback
8/29/16	Intro to Illuminate and BWA Testing Logistics 3 rd -5 th K-2 nd DI Script Practice	TWBAT navigate new district data network
9/12/16	Staff and Children Safety	TWBAT identify and report child abuse, identify bullying, know appropriate children/staff relations, and be aware of what constitutes sexual harassment
9/23/16	½ Day PD	District Led
9/26/16	Grade Level Meeting	Team will discuss concerns/success, call parents, and complete grade level agenda
10/3/15	Data Analysis and Conversations, Identify Standards In conversations, blue print	TWBAT analyze IA 1 data and write a clear plan for re-teaching objectives with large gaps.
10/17/16	100% Engagement and Thinking for ELL's	TWBAT utilize strategies in the classroom that will ensure engagement of all students during the lesson cycle.
10/21/16	District PD: Course Collaboration	District Led
10/24/16	Quarter 1 Report Card Pick UP	
10/31/16	Grade Level	Team will discuss concerns/success, call parents, and complete grade level agenda
11/7/16	Teach like a Champion	TWBAT discuss and apply exercises from the
11/11/16	½ Day PD	District Led

11/14/16	Team Building	TWBAT participate in team building activity to help foster our core value of Team and Family
11/28/16	Grade Level	Team will discuss concerns/success, call parents, and complete grade level agenda
12/5/17	District PD: Cien Por Ciento Full Day	District Led
12/5/17	Data Analysis and Conversations, Identify Standards In conversations, blue print	TWBAT analyze IA 2 data and write a clear plan for reteaching objectives with large gaps.
12/12/17	Teach like a Champion	TWBAT discuss and apply exercises from the book.
12/19/16	Faculty Meeting	Holiday togetherness team building
1/5/17	Culture Stepback	TWBAT reflect on what has gone well and decide on action steps for what needs to be improved
1/6/17	District PD: Course Collaboration	District Led
1/9/17	Grade Level	Team will discuss concerns/success, call parents, and complete grade level agenda
1/23/17	Report Card Pick Up Night	
1/30/17	Script Practice/Lesson Planning	TWBAT present lessons to colleagues and give constructive feedback to improve lesson delivery
2/6/17	Script Practice/Lesson Planning	TWBAT present lessons to colleagues and give constructive feedback to improve lesson delivery
2/10/17	District PD: Course Collaboration	District led
2/13/17	Grade Level	Team will discuss concerns/success, call parents, and complete grade level agenda
2/20/17	Faculty Meeting	TWBAT data deep dive by content
2/27/17	Flex Day	
3/6/17	STAAR Testing Training	TWBAT have an understanding of state law responsibilities & expectations for STAAR testing & learn to navigate & complete TEA STAAR training modules.
3/10/17	District PD: Course Collaboration	District Led
3/20/17	STAAR Testing training	TWBAT familiarize themselves with the logistics testing plan.
3/27/17	TELPAS	TWBAT score student sample writings
4/3/17	Report Card Pick Up Night	
4/10/17	Grade Level Meeting	Team will discuss concerns/success, call parents, and complete grade level agenda
4/17/17	STAAR Testing training	TWBAT familiarize themselves with the logistics testing plan.

4/24/17	Field Lesson Grade Level Meetins	TWBAT finalize logistics for field lesson
5/1/17	STAAR Testing training	TWBAT familiarize themselves with the logistics testing plan.
5/8/17	STAAR Testing logistics	TWBAT familiarize themselves with the logistics testing plan.
5/15/17	Grade Level Meeting	Team will discuss concerns/success, call parents, and complete grade level agenda
5/22/17	EOY Expectations	TWBAT know what is expected of them in order to finish off the school year
5/29/17	Flex	
6/3/17	Teacher Workday	

Teachers will attend the staff development listed which will address high priority areas, improve student learning, and enhance teachers' knowledge base.

IDEA Public Schools

IDEA Walzem Academy



2016 - 2017 Student Achievement Improvement Plan

DISTRICT MISSION:

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

DISTRICT VISION:

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

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Whatever it Takes: Through continuous improvement we achieve ambitious results. Those most successful at IDEA seek feedback, pore over the data, identify root causes, and implement solutions.

100% Every Day: Our mission and goals apply to 100% of our students, 100% of the time. Creating opportunities that didn't exist isn't easy, and it requires that people give their best every day.

Sweating the Small Stuff: The difference between excellence and mediocrity lies in paying attention and caring about the countless details that go into effective execution.

Team and Family: As the source of strength for our organization, we are committed to attracting and developing high caliber people.

CAMPUS MISSION:

IDEA Walzem Academy will be a positive and lasting pillar of the community by focusing on:

1. Creating a strong and sustainable student culture
2. Increasing student mastery through individualized learning
3. Building investment in our families and staff

DISTRICT GOALS 2016-17:

PRIORITY #1: Students Graduate College-Ready

- 1A. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1B. Average ACT score: 21
- 1C. Avg. # of core subject area AP/IB exams taken | % of grads named AP scholars: 4 | 35%
- 1D. % of graduates who are accepted to and enter a college or university: 100%
- 1E. % of K-2 students who end year on/above grade level in reading | language | math: 95%
- 1F. % of students graduating college in 4 | 6 years: 45% | 65%

PRIORITY #2: Build a Strong & Sustainable Organization

- 2A. Teacher Retention: 85%
- 2B. % of employees who net agree | strongly agree with IDEA's organizational strength measure: 85% | 45%
- 2C. Average Daily Attendance: # | %: 14,926 | 97.50%
- 2D. Student Persistence: 93%
- 2E. Teacher Attendance (in classroom with students): 95%
- 2F. Parents/Families who give IDEA an "A" grade or Higher: 90%

PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment: 18,884
- 3C. Schools in operation: 36
- 3D. % of Teacher and Principal vacancies filled by June with candidates meeting hiring managers' standards: 98%

Professional Campus Staff

Professional Campus Staff		
Administrative Staff	Counseling Staff	Other Support Staff
Ryane Burke Principal Christopher Mayes Assistant Principal of Instruction Trista Saunders Assistant Principal of Instruction	Te'Nesha Austin-Jackson	
Kindergarten	First Grade	Second Grade
Crystal Arreola Carole Barnes Yvette Fiorentino Jennifer Walencey	Roxann Acuna Jasmine DeSha Danielle Wolfgang	Stephanie Morales Ramey Soto Terry Frels
Third Grade	Fourth Grade	Fifth Grade
Lacey Mahoney Vanessa Moreno Blair McDaniel Kimberly Thomas Monica Sanchez (flex)	Samantha Solano Bernice Hinnant Michelle Odom Eloy DeLeon	
Physical Education	Specialty Teachers	
Robert Mahoney	Eddie Ramirez, Life Skills	

Para-Professionals Campus Staff

Co-Teachers	Office Staff
<p>Erick Flye, Kinder Co-Teacher Priscilla Salas, Kinder Co-Teacher Vanessa Martinez, Kinder Co-Teacher Jacqueline Alvarez, Kinder Co-Teacher</p> <p>Holly Garcia, 1st Co-Teacher Israel Rodriguez, 1st Co-Teacher Jessica Plante, 1st Co-Teacher</p> <p>Karla Iruegas, 2nd Co-Teacher Elysia Dozier, 2nd Co-Teacher Bianca Lancerio, 2nd Co-Teacher</p> <p>Tina Kazak, SpED Co-teacher Marivel Galvan Vazquez, Life Skills Co-Teacher Alyssa Solano, Electives Co-Teacher Jamisha Gaillard – Hot Spot, Jasmine Bracey – AR, Angela Brien - AR</p>	<p>Rosie Garcia Ruiz, Administrative Assistant</p>
Operations Staff	
<p>Alicia Ramirez, APO Ana Armstead-Speaker, Business Clerk Angelina Fuentes, SIS</p>	

Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Ryane Burke (Principal, Administration)	Thursday September 1, 2016	<ol style="list-style-type: none"> 1. Curriculum Night Plan 2. PowerSchool Parent Portal
Te’Nesha Austin Jackson (Academic Counselor, Administration)	Thursday October 6, 2016	<ol style="list-style-type: none"> 1. Fall Festival Plan and Committee 2. Red Ribbon Week Initiatives 3. Report Card Night for At-Risk Students
Christopher Mayes (Assistant Principal of Instruction, Administration)	Thursday November 10, 2016	<ol style="list-style-type: none"> 1. Harvest Lunch Plan 2. Can Drive/Turkey Trot Plan 3. ADA Incentives for Historically Low Days Surrounding Thanksgiving Break
Trista Saunders (Assistant Principal of Instruction, Administration)	Thursday December 1, 2016	<ol style="list-style-type: none"> 1. Field lesson planning 2. Winter Wonderland Plan and Committee 3. Semester 2 Parent Walkthrough Logistics 4. ADA Incentives for Historically Low Days Surrounding Winter Break
Alicia Ramirez (Assistant Principal of Operations, Administration)	Thursday February 2, 2017	<ol style="list-style-type: none"> 1. Valentine’s Day Celebration Ideas (Classroom Parties, Dance, etc.) 2. Semester 1 Data Review (PTG)
Crystal Arreola (Grade Team Lead, Kinder)	Thursday March 2, 2017	<ol style="list-style-type: none"> 1. Possible Retention List (Criteria and Students) 2. Spring Fling Plan and Committee 3. ADA Incentives for Historically Low Days Surrounding Spring Break
Roxann Acuna (Grade Team Lead, 1 st Grade)	Thursday April 6, 2017	<ol style="list-style-type: none"> 1. STAAR Logistics and Trainings 2. Finalize Retention List and Communication 3. Summer School Logistics and Rosters
Stephanie Morales (Grade Team Lead, 2 nd Grade)	Thursday May 4, 2017	<ol style="list-style-type: none"> 1. EOY Celebrations/Last Day of School Plan 2. Summer Persistence Plan 3. Teacher Work Day Logistics 4. End of Year Data Review (PTG)
Lacey Mahoney (Grade Team Lead, 3 rd Grade)		
Samantha Solano (Teacher, 4 th Grade)		

Campus Budget Summary

The following funds are being combined in the Student Achievement Improvement plan to meet the needs of the students on this campus. All funds are used to implement: plan components, reform strategies, staff development activities, parental involvement activities, and strategies to overcome barriers. The General Fund includes funds for salaries, stipends and benefits.

Funding Sources – Local

199	General Fund	\$100,510
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Funding Sources - State

161	State Gifted & Talented	\$ 7662
163	State Special Education	\$ 6000
164	State Compensatory	\$371,504
404	Accelerated Reader/Math	0
165	State Bilingual	\$ 21,033
411	Technology Allotment	0
192	Technology Sp. Fund	0

Funding Sources - Federal

204	Title IV Drug Free School	0
211	Title I Regular	\$332,804
212	Title I Migrant	\$ 33,582
224	IDEA-B Formula	\$ 43,230
255	Title II, Part A, Classroom Size Red./Eisenhower	\$ 93,000
262	Title II, Part D, Technology	0
263	Title III – Bilingual	\$ 1000

Total: \$909,815

IDEA Walzem Academy
Campus Demographics*

Student Populations	Number of Students	Percentage of Students
Enrollment	439	100%
At Risk	107	24.37%
SPED	18	4.1%
F.A.R.M.	357	81.37%
ELL	62	14.12%
Male	227	51.71%
Female	212	48.29%
Amer. Indian	3	.68%
Asian	8	1.82%
Black	109	24.83%
White	41	9.34%
Hispanic	270	61.5%

**As of 6/21/2016*

Campus Committees

English Language Arts	Math
<p>Committee Chair(s): Trista Saunders</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Lacey Mahoney 2. Blair McDaniel 3. Michelle Odom 4. Bernice Hinnant 5. Terry Frels 6. Roxann Acuna 7. Jennifer Walencey 8. Crystal Arreola 9. Carole Barnes 	<p>Committee Chair(s): Christopher Mayes</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Vanessa Moreno 2. Ramey Soto 3. Bianca Lancerio 4. Israel Rodriguez 5. Jasmine DeSha 6. Kimberly Thomas
Science (As Applicable)	School Culture and Climate
<p>Committee Chair(s): Samantha Solano</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Lacey Mahoney 2. Vanessa Moreno 3. Roxann Acuna 4. Monica Sanchez 5. Ramey Soto 6. Bianca Lancerio 7. Alyssa Solano 	<p>Committee Chair(s): Te’Nesha Austin-Jackson</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Crystal Arreola 2. Roxann Acuna 3. Stephanie Morales 4. Samantha Solano 5. Lacey Mahoney 6. Chris Mayes 7. Trista Saunders 8. Alicia Ramirez 9. Ryane Burke
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p>Committee Chair(s): Ryane</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Chris Mayes 2. Trista Saunders 3. Te’Nesha Austin-Jackson 4. Alicia Ramirez 	<p>Committee Chair(s): Alicia Ramirez</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Te’Nesha Austin-Jackson 2. Angeline Fuentes 3. Dinasy Uoy 4. Rosie Garcia Ruiz 5. Ryane Burke

New Initiatives

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| <ul style="list-style-type: none"> Implement and evaluate Quick-Reads fluency software in grades 2-4. Implement the Mood Meter and morning meeting protocols with fidelity in K-4. Conduct afterschool tutoring and provide morning sessions of Quick Reads for 3rd - 4th grade at risk students. Intervention groups for both math and reading every day – students who didn't pass STAAR receive both Half day planning meetings every other week during BWA's for third and fourth grade teachers Connected goals and investment/tracking/transparency on Millionaires across each grade level; shared accountability and investment for AR goals | <ul style="list-style-type: none"> Conduct a book study with all staff <u>Between the World in me</u> by Coates Literacy nights and curriculum nights for families Diversity and Equity of Opportunity discussions and PD Implement "Comprehension Toolkit" in K-2nd grades. Implement Writing/Poetry Journals in all grade levels. Implement team planning sessions twice a week for 30 minutes. |
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Continuing Initiatives

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| <ul style="list-style-type: none"> Treasure towers Watch Dog Initiative Morning Meeting implemented the entire year (District created) Community Connection K-4 Tumble Books access continued (2 lap tops or ipads dedicated to reading classrooms for AR testing during independent work in ELA classrooms) Class Dojo as Behavior Management System and Parent Communication Electives for Kinder students in the classroom Ruler Method | <ul style="list-style-type: none"> Kinder Culture Camp Treasure towers/ box Thermometer chart Morning meeting...read alouds and social skills Sticker charts for student incentives Decoding for 3-4 CSI Students Summer Culture Camp for Incoming Kinders Summer School for Incoming Kinders, Below-grade-level 2nd-4th grade students in reading |
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Staff Development		
Date	Session Title/Topic	Session Objective(s)
8-23-16	Round 1-Goal Setting; GET for new Staff	SWBAT draft SMART Goals and complete a self-reflection; SWBAT align areas of strength and growth to the GET
9-6-16	Little STAR; Blended Learning Spaces Training	SWBAT explain the importance and invest students in Little STAR and; SWBAT understand the alignment between classroom and blended spaces
9-13-16	DIBELS training	SWBAT effectively administer DIBELS tests to all students
9-27-16	Bullying, CIS, Watchdog RtI Training	SWBAT describe the tools and resources available for creating a safe school community; SWBAT complete the RtI paperwork for students
10-11-16	Ruler Method/Social-Emotional Learning	SWBAT implement Ruler Method effectively
10-18-16	Crucial Conversations	SWBAT follow the crucial conversations framework in order to resolve issues with other staff members + Book Study
10-25-16	Round 2- 2X2	SWBAT reflect, adequately prepare, understand their role and participate in a 2X2 conversation.
11-8-16	Positive Behavior Narration	SWBAT use positive behavior narration when redirecting student behaviors
12-6-16	Ruler Method	SWBAT implement the Ruler Method effectively + Book Study
1-17-17	Indices and Distinctions	SWBAT explain indices and distinctions and how they affect our campus
2-7-17	IA & STAAR Training	SWBAT follow all protocols set for IA & STAAR testing
2-21-17	Revisiting Family Communication	SWBAT follow the LTNVRC format when speaking with all stakeholders
3-14-17	Little STAR	SWBAT explain the importance and invest students in Little STAR and
3-28-17	Crucial Conversations	SWBAT follow the crucial conversations framework in order to resolve issues with other staff members + Book Study
4-4-17	PTG Monthly	SWBAT explain progress towards goals and implement strategies to either maintain and/or improve progress
4-18-17	Round 3-APR (Annual Performance Review)	SWBAT explain the purpose of the APR and describe the recommended approach for completing their form and preparing for the meeting

Teachers will attend the staff development listed which will address high priority areas, improve student learning, and enhance teachers' knowledge base.

IDEA North Mission College Prep

2016-17 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
Needs Assessment Categories: S-STAAAR D-DIBELS E-EO 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								
1A Read	Use strategies from <u>When Kids Can't Read?</u> to enhance reading comprehension in all classrooms.	RR	All	Facilitators Teachers	8/15-6/02	Book study book Teachers	Walk-throughs and Lesson Plans	2017 STAAR Benchmark tests
1A Read	Implement Inclusion with selected Resource students	S	SE	Resource Teachers Administration	8/15-6/02	Teachers Resource Teachers Sp. Ed Dept	Walk-throughs Teacher Observation Anecdotal records	2017 STAAR Benchmark tests
1A Read	Incorporate Concept-Based Curriculum in lesson plans in all grade levels.	S	All	Administration Teachers	8/15-6/02	Teachers Administration Collaborative Training	Anecdotal records Teacher Observation Lesson Plans	2017 STAAR Benchmark tests
1A Read	Use DI Program, Expressive Writing for students struggling with reading and/or writing.	RR	SE	Administration C.Saenz-Marron S. Pridgen	8/15-6/02	Barton Program Dyslexia Coordinator	Walk-throughs Running records Anecdotal records	2017 STAAR Benchmark tests
1A Math	Supplement the District Math Program with additional math experiences to increase math computation skills and problem solving strategies appropriate to grade level through: Reasoning Mind Curriculum Small Group Instruction Peer/student tutoring Computers Tutoring with consultants Mentoring Minds curriculum	S	All	Administration Math Teachers Consultants iHotspot (co-teachers)	8/15-6/02	Administration Math Department District Scope & Sequence Students' work De Alba Tutoring Reasoning Mind	Benchmarks (IA's) Weekly Tests Progress Reports Lesson Plans	2017 STAAR Benchmark tests
2C	Weekly and Quarterly incentives for students to be in attendance (movie day, raffle TV, iPad, and Warrior Bucks given)	O	All	Administration Teachers Administrative Assistant Attendance Clerk	8/15-6/02	Administration Teachers Attendance Clerk	Attendance Log	Weekly Attendance Report
2C	Reiterate the importance of coming to school through Parent Meetings and our intercommunication system. ("A day in the class is a day you help yourself pass")	O	All	Administration Teachers Community Aide Attendance Clerk	8/15-6/02	Administration Teachers Attendance Clerk	Attendance Log	Weekly Attendance Report
2C	Home-visits for ALL students in 6th grade	O	All	Administration Teachers	8/15-6/02	Administration Teachers	Attendance Log	Weekly Attendance Report

IDEA North Mission College Prep
2016-17 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2C	Take legal action for those students who are truant according to Attendance Policy: 3 or more days unexcused absences within a 4 week period 10 unexcused absences for the year.	O	All	Administration Attendance Clerk Teachers	8/15-6/02	Attendance Clerk Support Staff Vice President of Schools	Attendance Clerk Support Staff	Attendance Reports Weekly Attendance Report
2C	Make daily phone calls for those students who are absent.	O	All	Administration Teachers Community Aide Attendance Clerk	8/15-6/02	Administration Teachers	Attendance Clerk Support Staff	Attendance Reports Weekly Attendance Report
2D	1. Engage parents and “build capacity” in all facets of the students education by; (a) Conducting Title 1 School-Wide, NCLB ACT, TASB, & LEA Requirements, at Parent Meetings, Orientations, Work-shops, Conferences, & Staff Dev. (b) Establishing “Family Friendly” Schools 2. Provide Training for staff and parents to promote student achievement: (a) Encourage parents to participate in Title 1 Public Meetings; to discuss and understand the use of Title 1 Funds, NCLB Act, and LEA Requirements, (b) Ensure that campus support staff, parental staff and parents are actively engaged in meaningful consultation in the planning of; the SAIP, Policies, P-T-S Compacts, & Coordinated School Health “CATCH”, & SHAC Programs.	0	All	Principals Parental Inv. Coordinator Campus Parental Staff Lead Parents CIF's Parental Staff	Fall Semester Quarterly	TASB/TEA Family Curriculum Computer Labs. TEA STAAR Study Guide for parents	Parent Surveys Parent Surveys Quarterly Parent Surveys Evaluations Conferences Parent-Teacher-Student Meetings Literacy Assessments Sign-In Logs	Parent Surveys Parent In-Service Sessions Title 1 Public Meetings STAAR Math and Reading Scores Staff Development Evaluations Title 1 Funds Stimulus Conferences Workshops

IDEA North Mission College Prep
2016-17 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
2D	<p>Activities that will help student achievement:</p> <p>1. Encourage parents to participate in the Title 1 Annual Public Meetings to learn more on how to support their child's education.</p> <p>2. Conduct Reading/Math/Science Workshops for parents to increase success of At-Risk students.</p> <p>3. Conduct STAAR Parent Study Guide Workshops using TEA Guides to encourage student achievement.</p> <p>4. Host Parent-Teacher-Student Compact Conferences, Parent Orientation, Meet the Teacher Night, Open House, school meetings, and Coffee w/Administration.</p> <p>Encourage parents to visit and participate in the campus Parent Resource Center, learn about Title 1 Programs, and make and take home materials that will promote student success.</p>	0	All	<p>Administration</p> <p>Parental Inv.</p> <p>Coordinator</p> <p>Parent Liaison</p> <p>Teachers</p> <p>Parental Staff</p>	8/15-6/02	<p>TASB/TEA Family Frameworks Curriculum</p> <p>STAAR Study Guides</p> <p>Administration</p> <p>Teachers</p> <p>Parent Liaison</p>	<p>Parent surveys</p> <p>Six-Weeks Reports</p> <p>Pre/Post ESL Assessments</p> <p>Sign-In Logs</p>	<p>Parent Survey, Evaluations</p> <p>Title 1 Funds</p> <p>Parent In-Service Sessions</p> <p>Title 1 Public Meetings</p> <p>STAAR Reading Scores</p> <p>Staff Development Evaluations</p>

IDEA Academy Pharr

2015 – 2016 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
Needs Assessment Categories: S-STAAR D-DIBELS E-EO 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								
1E Reading and Math	Create a DI homework folder for grades k-2nd	0	All	K-2 Teachers and K-2 API	BOY-EOY	TeachersPayTeachers.com, Use of Dropbox to share files, SRA material	Charts for Neat and Complete HMWK	Graded, input into gradebook
1E Reading and Math	Create IW work and rigorous literacy center templates for grades k-2nd and make accessible.	0	ALL	K-2 Teachers and K-2 API	BOY-EOY	TeachersPayTeachers.com, Use of Dropbox to share files, SRA material	DI Data - IW Gradebook, Walkthrough Checklist	DI LP and Mastery IW Checklist
1E Reading and Math	Students will use individualized data trackers for the lower grades (k-2 nd) to promote further accountability.	0	ALL	K-2 Teachers and K-2 API	BOY-EOY	Incorporate with DI homework folder	Student tracker checklist	Weekly Sweep checks of folders
1E Reading and Math	Student portfolios will be used to track student progress and to be utilized during conferences and will include mastery tests, checkouts, weekly sample of independent work, behavior charts.	0	ALL	K-2 Teachers and K-2 API	BOY-EOY	File folders for each student, grade sheets	Student work, anecdotal notes, behavior charts	F/U during DC
1A & 1E Reading	Read Aloud K-4 th	0	ALL	K-4 Teachers, AR Manager, and Lead Team	BOY-EOY	Making Meaning Curriculum, Morning Meetin Curriculum	Walk throughs / Data Check-ins	
1A & 1E ELA	Writers workshop K-4th	0	All	K-4 Teachers and Lead Team	BOY-EOY	Teacherspayteachers.com kinder writing curriculum, district scope and sequence, revising and editing three folds and teacher training on storkbook extensions.	Student Work	Graded essays at end of writing process (weekly)
1A, 1E, 2F, 2D	Bi-weekly Mandatory teacher/parent conference with struggling students	0	ALL	K-4 Teachers	BOY-EOY	Parent Conference Log, student portfolios, student data, LTVNRC training for teachers	Parent Conference Log	Parent Survey
1A, 1E, 2F, 2D	Parent Academies (Curriculum Nights)	0	ALL	K-4 Teachers and Lead Team	BOY-EOY	DI curriculum	Parent Sign in Sheets	Session Feedback forms Parent Survey results

IDEA Academy Pharr

2015 – 2016 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
1A, 1E, 2F, 2D, 2A	School wide behavior plan	DR, O	ALL	AC, K-4 Teachers and Lead Team	BOY/EOY	Project Wisdom Curriculum, Culture Kit, West Wing Referral forms	West Wing Logs	Walkthroughs and Observations
1AReading Math	Data will be collection for daily independent work/exit tickets and weekly assessments.	S	ALL	3-4th Teachers, Lead Team	BOY/EOY	Data Collection Google Doc, Grade Cam Scantrons, Assessments	Walk throughs / Data Check-ins	
1A Read	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 & 1E Reading	Student's weekly grades from AR Book tests will be used to ensure that students are progressing over the independent work they are doing in class during Reading Workshop.	S, RR, O	ALL	AR Manager Reading Teachers	BOY/EOY	Scope and Sequence from district / Math Curriculum Adoption/ Teachers	Walk throughs / Data Check-ins	STAAR, Reading IW Grades
1A & 1E Reading	Bi-weekly data conversations will occur with appraiser to discuss data and next steps for struggling students.	S, O	ALL	K-4 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/Ias
1A Reading	Balanced Literacy Approach	S, RR	All	3rd & 4th ELA teachers, ELA interventionist, Lead Team	BOY/EOY	District Scope and Sequence/Reading Curriculum/DI Anthologies/AR books/Teacher Collaboration	Walk throughs / Data Check-ins	Low-inference data collection (See column H) correlated & compared with student performance on gradecam/ IAs

IDEA Public Schools
IDEA San Benito STEM Academy



2016 - 2017 Student Achievement Improvement Plan

DISTRICT MISSION:

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

DISTRICT VISION:

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

DISTRICT CORE VALUES:

Closing the achievement gap and ensuring college success is the best way to help our students succeed in life, contribute to their communities, and overcome the obstacles they face. Achieving this requires the following beliefs and behaviors:

No Excuses: We control our destiny. What we do during the day matters more than poverty, parent education level, or other external factors. When the adults in the system get it right, our students are successful. Conversely, when our students fail, we don't blame unsupportive parents, parent education level, or other external factors: we look in the mirror and take responsibility.

Whatever it Takes: Through continuous improvement we achieve ambitious results. Those most successful at IDEA seek feedback, pore over the data, identify root causes, and implement solutions.

100% Every Day: Our mission and goals apply to 100% of our students, 100% of the time. Creating opportunities that didn't exist isn't easy, and it requires that people give their best every day.

Sweating the Small Stuff: The difference between excellence and mediocrity lies in paying attention and caring about the countless details that go into effective execution.

Team and Family: As the source of strength for our organization, we are committed to attracting and developing high caliber people.

CAMPUS MISSION:

IDEA San Benito STEM Academy prepares students from underserved communities for success in college and citizenship.

DISTRICT GOALS 2016-17:

PRIORITY #1: Students Graduate College-Ready

- 1A. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1B. Average ACT score: 21
- 1C. Avg. # of core subject area AP/IB exams taken | % of grads named AP scholars: 4 | 35%
- 1D. % of graduates who are accepted to and enter a college or university: 100%
- 1E. % of K-2 students who end year on/above grade level in reading | language | math: 95%
- 1F. % of students graduating college in 4 | 6 years: 45% | 65%

PRIORITY #2: Build a Strong & Sustainable Organization

- 2A. Teacher Retention: 85%
- 2B. % of employees who net agree | strongly agree with IDEA's organizational strength measure: 85% | 45%
- 2C. Average Daily Attendance: # | %: 14,926 | 97.50%
- 2D. Student Persistence: 93%
- 2E. Teacher Attendance (in classroom with students): 95%
- 2F. Parents/Families who give IDEA an "A" grade or Higher: 90%

PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment: 18,884
- 3C. Schools in operation: 36
- 3D. % of Teacher and Principal vacancies filled by June with candidates meeting hiring managers' standards: 98%

Professional Campus Staff		
Administrative Staff	Counseling Staff	Other Support Staff
Tricia Noyola Principal Ester Polanco Assistant Principal of Instruction Christina Villarreal Assistant Principal of Instruction Stephen Cisneros Assistant Principal of Operations	Janet Crenshaw Academic Counselor	
Kindergarten	First	Second Grade
Luisa Garza* Diana Naranjo Jodi Trevino Dora Amaya	Camilia Sosa Jennifer Lopez Yvonne Rodriguez	Erica Hite Gilda Lire-Caldwell* Jennifer Carrillo
Third Grade	Fourth	Fifth Grade
Linda Cavazos Lurae Caldwell Amanda Flores	Maria del Gonzalez* Elizabeth Doty Dean Nguyen	Nancy Del Angel* Hilda Salinas-Briones Ernesto Balli*
Physical Education	Specialty Teachers	Teaching Fellow/Teaching Resident
Andrew Ybarra	Jesus Rodriguez (SPED) Lourdes Jimenez (SPED) Alejandra Sosa (Interventionist) Sandra Garcia (Interventionist)	Nubia Morin, Teaching fellow Oscar Cantu, Teaching Fellow

*Bilingually Certified

Para-Professionals Campus Staff

Co-Teachers	Office Staff
<p>Luana Hernandez, Kinder Estela Mendez, Kinder Susana Peralez, Kinder Yvonne Quintanilla, Kinder Amanda Peralez, First Luis Arreola, First Carolyn Medrano, First Estella Garcia, Second Gloria Rodriguez, Second Cristina Niabes, PE</p>	<p>Mary Ellen Trevino, Receptionist Rose Perez, Administrative Assistant Janie Trevino, Health Aide</p>
Operations Staff	
<p>Stephen Cisneros, APO Zoila Torres, SIS Rey Avila, Facilities manager Melyssa Jalomo , Budget Clerk Zoila Luna, CNP Manager Antonio Nino, Transportation Manager</p>	

Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Tricia Noyola, Principal, Administration Christina Villarreal, Principal in Residence, Administration Janet Crenshaw, Principal in Residence, Administration Patty Gracia, Academic Counselor, Administration Chelito Gonzalez, Assistant Principal of Instruction, Administration Stephen Cisneros, Assistant Principal of Operations, Administration Jenny Carrillo, Pre-K Grade Level Leader Diana Naranjo, Kinder Grade Level Leader Camilia Sosa, First Grade Level Leader Erica Hite, Second Grade Level Leader Hope Hollenhead, Third Grade Level Leader Amanda Flores, Fourth Grade Level Leader Nancy Del Angel, Fifth Grade Level Leader PTO President: Pending Community Representative: Pending	September 15, 2016	1. School Culture 2. Parent involvement 3. Silent Auction
	October 13, 2016	1. Data Review 2. Fall Festival 3. Red Ribbon Week
	November 10, 2016	1. Data Review 2. Canned Food Drive 3. Budget Review
	December 1, 2016	1. Toy Drive 2. Secret Angels 3. Christmas Celebration for students & staff
	January 12, 2017	1. Data Review 2. Budget Review 3. Tutoring
	February 9, 2017	1. Data Review 2. Father/Daughter Dance
	April 13, 2017	1. Data Review 2. Budget Review
	May 11, 2017	1. Data Review 2. EOY activities

Campus Budget Summary

The following funds are being combined in the Student Achievement Improvement plan to meet the needs of the students on this campus. All funds are used to implement: plan components, reform strategies, staff development activities, parental involvement activities, and strategies to overcome barriers. The General Fund includes funds for salaries, stipends and benefits.

Funding Sources – Local

199 General Fund

Funding Sources – State

161	State Gifted & Talented	
163	State Special Education	
164	State Compensatory	
404	Accelerated Reader/Math	
165	State Bilingual	
411	Technology Allotment	
192	Technology Sp. Fund	

Funding Sources – Federal

204	Title IV Drug Free School	
211	Title I Regular	
212	Title I Migrant	
224	IDEA-B Formula	
255	Title II, Part A, Classroom Size Red./Eisenhower	
262	Title II, Part D, Technology	
263	Title III – Bilingual	

Total:

IDEA Academy Weslaco
Campus Demographics*

Student Populations	Number of Students	Percentage of Students
Enrollment	692	
At Risk	320	46.24%
SPED	21	3.03%
F.A.R.M.	606	87.57%
ELL	213	30.78%
Male	337	48.70%
Female	355	51.30%
Amer. Indian	2	0.29%
Asian	5	0.72%
Black	0	0%
White	16	2.31%
Hispanic	669	96.68%

**As of 10/25/2013*

Campus Committees

Kindergarten/1 st grade	2 nd /3 rd grade
<p>Kinder Committee Chair(s): Ashley Alvarez Kinder Committee Chair(s): Penelope Diaz</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Rosario Gutierrez 2. Melanie Garza 3. Imelda Bocanegra 4. Irene Gonzalez 5. Melynda Camacho 6. Sabrina Esquivel 7. Rosario Suar3z <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Cynthia Morley 2. Amy Ysqueirido 3. Jessica Saenz 4. Robert Lozano 5. N. Bhakta 	<p>Committee Chair(s): Damaris Perez Committee Chair(s): Irma Gomez</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Abel Gonzalez 4. Eliza Huerta 5. Laura San Miguel 6. Alexis Esquivel 7. Jennifer Dominguez <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Kellie Guerra 2. Maria Vargas
4 th /5 th grade	School Culture and Climate
<p>Committee Chair(s): Amanda Valdez Committee Chair(s): Marisa Martinez</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Erica Escalon 2. Hipolita Zapata <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Claudia Cordon 	<p>Committee Chair(s): Amanda Valdez</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Melynda Camacho 2. Melanie Garza 3. Sabrina Esquivel 4. Irene Gonzalez 5. Rosario Suarez 6. Hipolita Zapata 7. Ashley Alvarez 8. Erica Escalon
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p>Committee Chair(s): Penelope Diaz</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Amy Ysquierdo 2. Cynthia Morley 3. Jessica Saenz 4. Damaris Perez 5. Roberta Valadez 6. Alexis Esquivel 7. Eliza Huerta 8. Erica Fuentes <ol style="list-style-type: none"> 9. Abel Gonzalez 10. N Bahkta 11. Laura San Miguel 12. Jennifer Dominguez 	<p>Committee Chair(s): Maria Vargas</p> <p>Committee Members:</p> <ol style="list-style-type: none"> 1. Melissa Garcia 2. Jackie Losoya 3. Bea Villarreal 4. Rosario Gutierrez 5. Irma Gomez 6. Imelda Bocanegra 7. Kellie Guerra 8. Robert Lozano <ol style="list-style-type: none"> 9. Itzel Zepeda

New Initiatives

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| <ul style="list-style-type: none"> • STEM campus with integrated Engineering class for 1st-5th grade • Pre-K • Building transformation modeled after Ron Clark Academy | <ul style="list-style-type: none"> • Grade level leader year-long development based on School Leadership Levers • Revised STEM culture kit • Classroom libraries for ALL homerooms PreK-5th |
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Continuing Initiatives

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| <ul style="list-style-type: none"> • District Culture Kit • Saturday School tutoring • After school tutoring • Direct Instruction curriculum in Kinder-2nd grade • iLearning Hotspot and AR Zone labs open to students and parents after school and on Weekends • STEMScope curriculum for Science • STAAR “Camps” for reading, writing, math, & science • Weekly Data conversations with all staff • 90/30 grade level meetings 3rd & 4th • DI Practice sessions • Anchor Charts for ELL students and STAAR strategies • Provide Classroom Libraries • ‘Life” Binders and/or planners for students and parent communication • Staff development Cycle • Weekly STAAR Quizzes • Dr. Suess’ Birthday Bash • SBDM monthly meetings • Words of Wisdom • Weekly Positive phone calls to parents • Utilize Lead4ward to analyze IA data and structure intervention activities along with instructional activities. | <ul style="list-style-type: none"> • Integrate STAAR stem questions into DI stories • 3rd, 4th, & 5th grade Team analysis and planning after each IA • Visible tracking system based on objectives for 3rd – 5th grade. • DI Lesson progress and goals posted • Weekly backwards planning • Individualized homework in K – 2nd grade • Student trackers for DI and STAAR • Professional Development based on IA results • West Wing • Grade Level Meetings • Grade level leader meetings • End of Year Awards assemblies • Red Ribbon week • Canned Food Drive • Father/Daughter Dance • Commitment to College assemblies • DI Online (paperless data collection) • 21st Century Grant afterschool program (After school piano lessons, Destination Imagination, Dance, Big Brothers/Big Sisters, Sylvan Learning) • Interventionist for 3rd – 5th grade ELA • Do Math Now program for math intervention • LLI Reading program for reading intervention • Recurring Special education professional development through out the school year |
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Staff Development

Date	Session Title/Topic	Session Objective(s)
8.08.16	Beginning of the year PD: State of the School, Goal Setting/TeachBoost/Writing Plan	TWBAT understand the state of the school, set goals, understand the coaching/tracking system and be able to implement our writing plan.
8.9.16	BOY PD: Staff & Student safety, Core Values, Special Pops	TWBAT: Identify procedures for staff & student safety, explain our core values, identify their special populations within their classroom
8.10.16	BOY PD: DI Online & Illuminate, Handbook, Counseling procedures, Operations	TWBAT: implement DI online & Illuminate software, Understand & implement systems and procedures in regard to staff handbook, counseling and operations
8.12.16	BOY PD: Student Culture-Discipline/Ruler system/ Science & Social studies scope & sequence, lesson planning	TWBAT: implement the school wide discipline plan, scope & sequence, and create rigorous lesson plans
9.23.16	Course collaboration	TWBAT: reflect & plan instruction for the next 2 months
10.21.16	Course collaboration	TWBAT: reflect & plan instruction for the next 2 months
11.11.16	Course collaboration	TWBAT: reflect & plan instruction for the next 2 months
1.5.17	Course Collaboration	TWBAT: reflect & plan instruction for the next 2 months
1.6.17	Course collaboration	TWBAT: reflect & plan instruction for the next 2 months
2.10.17	Course collaboration	TWBAT: reflect & plan instruction for the next 2 months
3.10.17	Course collaboration	TWBAT: reflect & plan instruction for the next 2 months

Teachers will attend the staff development listed which will address high priority areas, improve student learning, and enhance teachers' knowledge base.

IDEA Public Schools

IDEA Public Schools Mission



2016 - 2017 Student Achievement Improvement Plan

DISTRICT MISSION:

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

DISTRICT VISION:

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

DISTRICT CORE VALUES:

Closing the achievement gap and ensuring college success is the best way to help our students succeed in life, contribute to their communities, and overcome the obstacles they face. Achieving this requires the following beliefs and behaviors:

No Excuses: We control our destiny. What we do during the day matters more than poverty, parent education level, or other external factors. When the adults in the system get it right, our students are successful. Conversely, when our students fail, we don't blame unsupportive parents, parent education level, or other external factors: we look in the mirror and take responsibility.

Whatever it Takes: Through continuous improvement we achieve ambitious results. Those most successful at IDEA seek feedback, pore over the data, identify root causes, and implement solutions.

100% Every Day: Our mission and goals apply to 100% of our students, 100% of the time. Creating opportunities that didn't exist isn't easy, and it requires that people give their best every day.

Sweating the Small Stuff: The difference between excellence and mediocrity lies in paying attention and caring about the countless details that go into effective execution.

Team and Family: As the source of strength for our organization, we are committed to attracting and developing high caliber people.

CAMPUS Mission

The mission of IDEA Public Schools Mission Academy is to ensure every single student is advancing in knowledge through excellence in learning and engagement; and to serve as a leader for school and community through advancing socially and academically.

DISTRICT GOALS 2015-16:

PRIORITY #1: Students Graduate College-Ready

- 1A. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1B. Average ACT score: 21
- 1C. Avg. # of core subject area AP/IB exams taken | % of grads named AP scholars: 4 | 35%
- 1D. % of graduates who are accepted to and enter a college or university: 100%
- 1E. % of K-2 students who end year on/above grade level in reading | language | math: 95%
- 1F. % of students graduating college in 4 | 6 years: 45% | 65%

PRIORITY #2: Build a Strong & Sustainable Organization

- 2A. Teacher Retention: 85%
- 2B. % of employees who net agree | strongly agree with IDEA's organizational strength measure: 85% | 45%
- 2C. Average Daily Attendance: # | %: 14,926 | 97.50%
- 2D. Student Persistence: 93%
- 2E. Teacher Attendance (in classroom with students): 95%
- 2F. Parents/Families who give IDEA an "A" grade or Higher: 90%

PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment: 18,884
- 3C. Schools in operation: 36
- 3D. % of Teacher and Principal vacancies filled by June with candidates meeting hiring managers' standards: 98%

Professional Campus Staff		
Administrative Staff	Counseling Staff	Other Support Staff
Christina Escamilla Principal Norma Salinas Assistant Principal of Instruction Ruth Torres Assistant Principal of Instruction	Tania Morales Madelina Olivarez	Annail Vela Administrative Assistant
Pre-Kindergarten		First Grade
Aidin Perez Ann Fuentes Natasha Ojeda	Kristina Olivarez Diana Alvarado* Christian Menendez Erika Salinas	Abraham Morales Maria Guadalupe Gonzalez* Mercedes Allgood-May
Second Grade	Third Grade	Fourth Grade
Laura Flores-Loya Dalia Trevino* Anita Bermea	Araceli Acevedo* Taylor Risica Daisy Garcia	L. Muniz Christopher Gomez* Cynthia De Leon
Fifth Grade	Physical Education	Specialty Teachers
Jacquelyn Herrera Maria Mejia* Vacancy	Hugh Flavin	Gisela Ochoa Sheila Menendez Stephanie Sols Rebeca Wilhelmsson Aidin Perez Melanie Rodriguez Bonnie Vangnes

*Bilingually Certified

Para-Professionals Campus Staff

Co-Teachers		Office Staff	
Jannelly Barrera	Kinder Co-Teacher	Fanny Ruiz	SIS/Registrar
Alma Marquez	Kinder Co-Teacher	Sasha Echevarria	SIS/Registrar
Victoria Perez	Kinder Co-Teacher (Teacher Fellow)	Nancy Reyna	Receptionist
Brenda Alanis	Kinder Co-Teacher (Teacher Fellow)	Dariela.Martinez	Nurse
Stephanie Solis	1 st Grade Co-Teacher (Teacher Fellow)		
Venessa Perez	1 st Grade Co-Teacher		
William Azucena	1 st Grade Co-Teacher (Teacher Fellow)		
Berenice Puga	2 nd Grade Co-Teacher		
Alma Garza	2 nd Grade Co-Teacher		
Elsica Zuniga	2 nd Grade Co-Teacher		
Carlos Meza	PE Assistant Co-Teacher		
Vacancy	ILearning HotSpot Facilitator		
Alejandra Borrego	AR Lab Facilitator		
Jessica Alvarez	Special Education Co-Teacher		
Ruben Mesa	Co-Teacher		
Dyna Sayavedra	Grant Co-Teacher		
Operations Staff			
Juan Delgado	Assistant Principal of Operations		
Carlos Guajardo	Facilities Manager		
Cesar Rodriguez	CNP Manager		
Augustin Rendon	Transportation Manager		

Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
<p>Christina Cavazos-Escamilla (Principal, Administration)</p> <p>Tania Morales (Academic Counselor, Administration)</p> <p>Norma Salinas (Assistant Principal of Instruction, Administration)</p> <p>Madelina Olivarez (Social Emotional Counselor)</p> <p>Diana Alvarado-Teacher Kinder Maria Gonzalez- Grade Level Chair, 1st Grade Laura Flores-Teacher, 2nd Grade Araceli Acevedo-Teacher, 3rd Grade Christopher Gomez-Grade Level Chair, 4th Grade Maria Mejia, Grade Level Chair 5th Grade Noelia Martinez-Parent Representative Mission Public Library Representative-Community Representative</p> <p>Community Member- PENDING</p>	Tuesday September 15, 2015	<ol style="list-style-type: none"> 1. Parent Involvement Committee/Parent University 2. Culture 3. Love of Reading 4. Extracurricular Activities 5. Mexican Independence Day 6. Identify Heritage Months and plan to celebrate
	Tuesday October 20, 2015	<ol style="list-style-type: none"> 1. Fall festival-Parade of Characters 2. Red Ribbon Week 3. Bully Prevention Month 4. Core Value Award 5. Parent Field Lessons 6. Turkey Run in November
	Tuesday November 17, 2015	<ol style="list-style-type: none"> 1. Can drive-Needy Families 2. Data Review 3. Budget Review 4. Winterfest 5. Attendance
	Tuesday December 15, 2015	<ol style="list-style-type: none"> 1. Secret Santa for Needy families 2. Christmas celebration for students & staff 3. Data review 4. 100 days of school celebration in Jan. 20th
	Tuesday February 16, 2016	<ol style="list-style-type: none"> 1. Career week 2. Data review 3. Field Lessons-Rationale and 4. Dr. Suess Bday March 2nd 5. Parent Satisfaction 6. President's Day
	Tuesday March 15, 2016	<ol style="list-style-type: none"> 1. Data review 2. Campus Culture 3. STAAR DAYS-Extravaganzas
	Tuesday April 19, 2016	<ol style="list-style-type: none"> 1. Earth month 2. Budget review 3. Data review 4. Commitment to College Celebrations-Mother's Day
	Tuesday May 17, 2016	<ol style="list-style-type: none"> 1. EOY celebrations 2. Family picnic 3. 5 de Mayo 4. Millionaire club AR 5. Parent Satisfaction

Campus Budget Summary

The following funds are being combined in the Student Achievement Improvement plan to meet the needs of the students on this campus. All funds are used to implement: plan components, reform strategies, staff development activities, parental involvement activities, and strategies to overcome barriers. The General Fund includes funds for salaries, stipends and benefits.

Funding Sources – Local

199	General Fund	\$100,510
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Funding Sources - State

161	State Gifted & Talented	\$ 7662
163	State Special Education	\$ 6000
164	State Compensatory	\$371,504
404	Accelerated Reader/Math	0
165	State Bilingual	\$ 21,033
411	Technology Allotment	0
192	Technology Sp. Fund	0

Funding Sources - Federal

204	Title IV Drug Free School	0
211	Title I Regular	\$332,804
212	Title I Migrant	\$ 33,582
224	IDEA-B Formula	\$ 43,230
255	Title II, Part A, Classroom Size Red./Eisenhower	\$ 93,000
262	Title II, Part D, Technology	0
263	Title III – Bilingual	\$ 1000

Total: \$909,815

Campus Name
Campus Demographics*

Student Populations	Number of Students	Percentage of Students
Enrollment	704	100%
At Risk	379	54%
SPED	34	5%
F.A.R.M.	637	90%
ELL	376	53%
Male	359	51%
Female	345	49%
Amer. Indian	0	0%
Asian	1	0%
Black	1	0%
White	3	0%
Hispanic	699	99%

*As of 10/25/2013

Campus Committees

English Language Arts	Math
<p>Committee Chair(s): Norma Salinas Committee Members:</p> <ol style="list-style-type: none"> 1. Alana De Groot 2. Lilliana Muniz 3. Taylor Risica 4. Aidin Perez 5. Melanie Rodriguez 6. Rebeca Wilhelmsson 7. Mary Nero 	<p>Committee Chair(s): Jackie Herrera Committee Members:</p> <ol style="list-style-type: none"> 1. Christina Cavazos-Escamilla 2. Laura Flores 3. Abraham Morales 4. Erika Salinas 5. Daisy Garcia 6. Cynthia De Leon
Science (As Applicable)	School Culture and Climate
<p>Committee Chair(s): Norma Salinas Committee Members:</p> <ol style="list-style-type: none"> 1. Maria Mejia 2. Erika Salinas 3. Maria Gonzalez 4. Abraham Morales 5. Christopher Gomez 	<p>Committee Chair(s): Tania Morales/Co-Madelina Olivarez Committee Members:</p> <ol style="list-style-type: none"> 1. Mary Nerio 2. Alma Marquez 3. Hugh Flavin 4. Erika Salinas 5. Rebeca Wilhelmsson 6. Dyna Sayavedra
Staff Quality, Recruitment and Retention	Family and Community Involvement
<p>Committee Chair(s): Christina Cavazos-Escamilla Committee Members:</p> <ol style="list-style-type: none"> 1. Alma Guerrero 2. Berenice Puga 3. Venessa Perez 4. 5. 6. Dyna Sayavedra 7. Christopher Gomez 	<p>Committee Chair(s): Madelina Olivarez Committee Members:</p> <ol style="list-style-type: none"> 1. Ruben Mesa 2. Tania Morales 3. Christopher Gomez 4. Brenda Alaniz 5. Maria Nerio 6. Christian Menendez 7. Hugh Flavin 8. Gisela Ochoa

New Initiatives

- | | |
|--|--|
| <ul style="list-style-type: none"> Purchase new technology and finish mounting projectors in all classrooms. Purchase and install drop-down electric screens for the AR lab Ensure AR LAB teacher is training with Reading with Meaning and turns in Lesson Plans Identify a Co teacher to be a Fellow Teacher Leader Staff Health and Wellness Class 2 x a week Train teachers on Reading Literacy Program-District Content Committees will do vertical alignment Quarterly LEAD Teacher and LEAD Team Stepbacks off site if necessary Science Fair for the School | <ul style="list-style-type: none"> Sped Teachers will receive dyslexia and triumphs training. Implement Writing Journals for 2nd & 3rd grade levels Planning days by content/grade level Implement Read Alouds K-, Reading with Meaning Mr. Stockton will update math TEKS and coach math teachers Utilize COWS for weekly instruction Kindles utilized in 3rd-5th grades for novel studies |
|--|--|

Continuing Initiatives

- | | |
|---|---|
| <ul style="list-style-type: none"> The Love of Reading 10-15 minutes daily reading Fifth grade students will utilize Lab to increase awareness of Science concepts. Study Island or another website for science Feature a math word of the day and a Science word of the day to expand vocabulary Dress Rehearsals, Peer Feedback (All grades) Lesson Plan Peer Feedback and ADMIN. Weekly feedback 90/30 Meetings with Students CLT Committee Halfday Data Stepbacks Peer Observations Conduct afterschool and Saturday Tutoring Staff recognition Celebrating BDAYs PTO-Lead by Parent Committee LEAD Teacher and LEAD Team Retreat Incorporate the use of the Reading/Writing Workshop. Writing and Science Vertical Alignment | <ul style="list-style-type: none"> Implement Summer School for incoming 3rd graders Summer Slide Winterfest, Spring Fest, Turkey Run, Talent Show, CTC Content Strategic Meetings weekly starting February CKH-3 additional Employees will be trained Parent , Community Events Barnes and Nobles BARNES and NOBLES RASI to use for each grade level Writing Extravaganza Student led IA conferences with parents |
|---|---|

Staff Development

Teachers will attend the staff development listed which will address high priority areas, improve student learning, and enhance teachers' knowledge base.

Date	Session Title/Topic	Session Objective(s)
7/20/15-7/31/15	Teaching and Learning Institute For New Teachers Teacher Leader Institute Course Collaboration	See Learning and Teaching institute Agendas for objectives and Key points. All Teachers 3rd -5th
7/23/15	Professional Development at a Glance/PD Committee Training of Effective PD	To ensure PD Committee understands Mission Academy's Year at a glance and their role in our BOY Professional Development.
8/3/2015-8/07/2015	PD for BOY ALL Staff	TWBAT practice and identify next steps for BOY based on key objectives for BOY.
Week of August 17	I Learning Hot spot/AR Zone Play book Morning Meeting Lesson Plans	TWBAT identify, practice, and apply knowledge of Playbook and how it extends instruction in the classroom. Teachers will understand importance of AR and hot spot and how Rigor can be added to students' prior learning. Key Point: Teachers will be able to make connections between what they are teaching and what students will be doing in labs. TWBAT will share morning meeting lesson plans for the week and share success stories for morning meeting.
Week of August 31	Accelerated Reading Instruction for the Love of Reading Facilitator: Roxann Martinez Due Date: August 22	TWBAT identify, practice, and apply knowledge of Reading Renaissance program and reports to inform them of student skills in Reading. Teachers will understand importance of AR to enhance the Love of Reading. Key Points: Teachers will be able to generate reports. Teachers will know the process on how to become a millionaire. Teachers will be able to analyze AR data and set student goals.
Week of September 7 During GLM	TEKS knowledge including Readiness and Supporting for K-5 and how to write into lesson plans. Facilitators: Math: Monico Rodriguez Reading: Roxann Martinez/Norma Salinas Writing: Maria Gonzalez/Ruth Torres	TWBAT break down the TEKS and understanding what they need to teach for each of the objectives. Teacher will understand blue print for STAAR, in particular pieces identifying rigor. Key Points: Teacher will leave with specific TEK, Vocabulary, and examples of Rigor in Lesson Plans.

Week of September 14	Introduce Rigor Rubric to staff	TWBAT will understand how rigor will be measured using their lesson plans and during observations. Key Points: Lesson planning needs to include rigorous teacher student actions. Teacher's Delivery needs to include rigorous teacher student actions.
September 19	Together Teacher Training	TWBAT apply their learning from the Together Teacher . Their learning will include organization, prioritizing, balancing the work- load, and future planning.
September 25 1st half day early release	K-2 Vertical Alignment ELA/Math 3-5 Content Training Facilitator: Math Consultants Facilitator: Ruth and Maria Gonzalez Facilitator: ELA /Science Pending	K-2 TWBAT revisit ELA/Math TEKS, alignment and share strategies they are using to increase writing in classroom. 3-5 Split ELA/Math/Science will work with consultants, peers, and or LEAD to team to ensure they are prepared to 2nd six weeks.
Week of October 12	Rigor in Lesson Plans and Classroom Delivery	TWBAT learn and practice applying Rigor (Questions and Teacher Student Actions) in lesson plans and for instruction.
Week of October 26	Building Culture: Professional Development for Parent Communication Facilitator: Madelina Olivares/Tania Morales	TWBAT observe and apply Parent Communication Strategy taught at Boy, using school scenarios.
October Grade Level	Data Analysis using Driven by Data Norma Salinas /Data Analysis and what to expect in a data conversation	TWBAT use Driven by Data learning to track students, in particular ELL and Sped.
Week of November 2 November Early Release November 13 Celebrate Success	Provide Schedule of Peer Observations Facilitator: Ruth Torres and Maria Mejia Celebrating our Successes: STAAR, DI, and Persistence Goals/Facilitator for Success and PTG: Tania Morales	Teachers will observe each other for Instructional strategies including GET. Observations will begin TBD. TWBAT celebrate successes.

Week of December 7	Campus Priority Update	TWBAT gain knowledge on where we are year to day with our Campus Priorities and implementations of 2015-216 Scope and Sequence
Week of January 4	State of the School and Morning Meeting	TWBAT analyze current campus data and action plan to fill gaps moving forward. TWBAT will re-visit morning meeting and choose the highest impact strategy for their classroom to build relationships with students.
Week January 18	SMART Goals and Trackers/Discipline or Culture Trackers/PM Folders	TWBAT revisit SMART goals and share best trackers in maintaining student mastery trackers.
Week of February 4	Buddy System	TWBAT understand the benefits of the buddy system and effectively implement that system in classroom.
Week of February 29	Instructional Strategy 3rd-5th Buddy teach or small group, K-2 Discipline tracker, fix ups, and use of ELL strategy	TWBAT provide updates to our campus on the items listed.
Second Semester	Rigorous Curriculum and Delivery of Instruction	TWBAT identify next steps in planning and delivering a rigorous instruction. TWBAT identify the scope and sequence of the yearly PD for this priority.
Bi Monthly	Strategic PD Follow Up	Follow Up on Rigorous Instruction based on Classroom Visits and Lesson Plan Feedback
Week of April 25	Campus Needs Assessment	TWBAT identify participation in committees as well as be able to articulate committees' purpose.
Week of May 2	Campus Needs Assessment Work time and Q and A	TWBAT spend time creating surveys, collecting data for CAN and making place for campus Stepback.
Week of May 30	Campus Stepback	2 day agenda: TWBAT dig deep into campus data, identify root causes of success and failures as well as set 3-4 campus priorities for the school year.

IDEA Allan College Preparatory

2016 – 2017 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
Needs Assessment Categories: S-STAAR D-DIBELS E-EO 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								
	Commended Level Work	S, A, AP	All	All Teachers	August - April	Laptops/Software/AST Curriculum	WA / IA	Unit Exams
	Endurance Practice	S	ELL, SE, AR	All Teachers, Interventionist, Sp.Ed Teacher, AR/Hot Spot Teachers	August - April	AST Curriculum / AR Books / Laptops	WA / Unit Exams	AR Tests / IA
	Explicit Academic Vocabulary/Incoproate Sadlier-Oxford Vocabulary workshop	S, O, A, AP	ELL, SE, AR, ED	ELA Teachers	August - April	AST Curriculum / Word Wall / Flash Cards / Study Guide	Instructional Rounds	Exit Tickets / WA
	Student Feedback Loop Conversations/Goal Setting	S	All	All Teachers	August - April	Gradebook, Writing Portfolio, Mega Tracker	Classroom Observations	WA / Unit Exams
	Co-Writer for ELL and Sped	S, O	ELL, SE	Interventionist, SpEd Teacher, ELA	August - April	Co-Writer / Writing Portfolios	Classroom Observations / Writing Portfolio Checks	Writing Portfolio Checks (3 Weeks)
	Essay Turn Around After Feedback	All	All	All Teachers	August - April	Essays in Class (Essays of the Month) OER's	WA / Embedded Assessments	Embedded Assements & EOM
	Content Meetings/Model Classroom PLCs monthly	All	All	All teachers	January - April	AST Resources (Supplemental Resources)	Classroom Observations / Unit Exams	IA 3
	Math Binder (portfolio)	All	All	Math Teachers	August - April	Binders / Templates / Math Reference Tools	Individual Math Binders / Trackers	Unit Exams / IA's
	Project-Based Learning	All	All	Math Teachers	August - April	Projects (robotics, manipulatives, foldables, consumable supplies)	Project Completion / Rubrics for Eval.	Commended Rates
	Khan Academy	All	All	Math Teachers	August - April	20-30 Laptops / Student Access / Home Access	Khan Academy Weekly Progress Reports	Unit Exams
	Tracking WA and Unit Exams More Heavily	All	All	All Teachers	September - March	AST Curriculum / HW / Independent Student Work	Trackers	Unit Exams leading to IA Results
	Exemplar responses modeled in English, Math, Science, Social Studies, and critical thinking questions	All	All	Science / Humanities Teachers	August - April	Rubrics / AST Resources	DBQ's / OER's	Unit Exams / Research Papers
	Collaborate and Plan with other District Teachers in 8th Grade	All	All	Science and Humanitiies Teachers	August - April	AST Resources / School Net / Lesson Plans / Rubrics / Study Guides	Course Collaboration / Lesson Plans	IA's
	Lesson Planning Updates to Template	All	All	All teachers	August - April	AST Resrouces / Writing Rubrics	Binder with Rubrics	OER's / IA's

IDEA Allan College Preparatory

2016 – 2017 Student Achievement Improvement Plan

APO	Strategies	Needs Assess.	Special Pops.	Person(s) Responsible	Timeline Start/End	Resources: Human/ Material/Fiscal	Documentation	Formative Evaluation
	Lesson Planning Feedback	All	All	All Teachers	August - April	Scope and Sequence / Timelines / Schedule	Tutoring Logs / Tutoring Attendance / Plans for Remediation	Unit Exams / IA's

****Notes****

Notes can be found in these boxes for each portion of the template.

Items in green will be updated by HQ

Items in red should be updated by the campus

SAIP submissions are due
July 15, 2016

IDEA Public Schools

IDEA Academy San Juan



2015 - 2016 Student Achievement Improvement Plan

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Team and Family: As the source of strength for our organization, we are committed to attracting and developing high caliber people.

CAMPUS MISSION:

IDEA Academy San Juan fosters respectful lifelong learners and leaders who maximize their potential through optimal educational opportunities offered in an academically rigorous environment of equality, respect, and competitiveness.

****District Mission & Vision ****

Campus to Update

- Campus Mission

DISTRICT GOALS 2015-16

PRIORITY #1: Students Graduate College-Ready

- 1A. % Level II | % Level III on STAAR/EOC: 90% | 30%
- 1B. Average ACT score: 21
- 1C. Avg. # of core subject area AP/IB exams taken | % of grads named AP scholar
- 1D. % of graduates who are accepted to and enter a college or university: 100%
- 1E. % of K-2 students who end year on/above grade level in reading | language
- 1F. % of students graduating college in 4 | 6 years: 45% | 65%

****District Goals****

Goals for 2014-15 listed currently as an example, 2015-16 goals will be updated prior to publication.

PRIORITY #2: Build a Strong & Sustainable Organization

- 2A. Teacher Retention: 85%
- 2B. % of employees who net agree | strongly agree with IDEA's organizational strength measure: 85% | 45%
- 2C. Average Daily Attendance: # | %: 14,926 | 97.50%
- 2D. Student Persistence: 93%
- 2E. Teacher Attendance (in classroom with students): 95%
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PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment: 18,884
- 3C. Schools in operation: 36
- 3D. % of Teacher and Principal Vacancies filled by June with candidates meeting hiring managers' standards: 98%

Site Based Decision Making Committee

Member (Title, Represent)	Meeting Dates:	Possible Agenda Items:
Melissa Finch, Principal Claudia Vasquez, API for Grades 3-5 Jessica Sylvester, API for Grades K-2 Javier Pena, APO Genaro Gamez, AC Aracelly Villarreal, GTL PreK(incoming) Sarah Alvarado, GTL Kinder Dawn Everson, GTL Grade 1 Bisruti Bhatta, GTL Grade 2 Maria Chavez, GTL Grade 3 Krystal Hernandez, GTL Grade 4 Vanessa Castro, GTL Grade 5 Support Staff Representative – Coach Gutierrez CT Representative – Adrian Castro	Friday, September 30, 2016	<ul style="list-style-type: none"> • Parent Involvement Committee Meeting • Culture • Academics Expectations • Granola for Grandparents • Data Review
	Friday, October 28, 2016	<ul style="list-style-type: none"> • Make a Difference Week • Red Ribbon Week • Core Value Awards • San Juan Winter Parade • Book Character Dress Up • Bully Prevention Month • Quarter 1 Awards • Data Review
	Friday, November 18, 2016	<ul style="list-style-type: none"> • Can drive • Veteran's Day Project • Sports Day with Dad • PTG Meetings • Data Review
	Friday, December 16, 2016	<ul style="list-style-type: none"> • Toy Drive • Scholastic Book Fair • Christmas celebration for students & staff • Data review
	Friday, January 27, 2017	<ul style="list-style-type: none"> • Quarter 2 Awards • Career week • Field Lessons (5th Grade) • Parent Info Session • Data Review
	Friday, February 24, 2017	<ul style="list-style-type: none"> • 100th Day of School • Campus Culture • Parent Info Session • Valentine's Celebrations • Data Review
	Friday, March 24, 2017	<ul style="list-style-type: none"> • Dr. Seuss Birthday Week Activities • Parent Info Session • Quarter 3 Awards • Data review
	Friday, April 28, 2017	<ul style="list-style-type: none"> • Earth Day • Family picnic • Autism Awareness • Parent Info Session • Data Review • Field Lessons • Assessment Calendar • Data review

	Friday, May 26, 2017	<ul style="list-style-type: none"> • STAAR Data • 5 de mayo • Teacher Appreciation Week • EOY Field Trips • Kinder Completion Ceremony & Awards Assemblies • Millionaire club AR • C.N.A. • EOY Check off List • EOY QTR Jam • Celebrations of Learning • Assessment Calendar • End of year celebration for staff • Millionaire club AR • Parent Satisfaction • Summer Professional Development • Summer Slide

Campus Budget Summary

The following funds are being combined in the Student Achievement Improvement plan to meet the needs of the students on this campus. All funds are used to implement: plan components, reform strategies, staff development activities, parental involvement activities, and strategies to overcome barriers. The General Fund includes funds for salaries, stipends and benefits.

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Funding Sources - State

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163	State Special Education	
164	State Compensatory	
404	Accelerated Reader/Math	
165	State Bilingual	
411	Technology Allotment	
192	Technology Sp. Fund	

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211	Title I Regular	
212	Title I Migrant	
224	IDEA-B Formula	
255	Title II, Part A, Classroom Size Red./Eisenhower	
262	Title II, Part D, Technology	
263	Title III – Bilingual	

Campus Budget Summary

This budget summary will be provided by HQ after campus budgets are finalized.

Total: \$

Campus Name
Campus Demographics*

Student Populations	Number of Students	Percentage of Students
Enrollment		
At Risk		
SPED		
F.A.R.M.		
ELL		
Male		
Female		
Amer. Indian		
Asian		
Black		
White		
Hispanic		

Campus Committees

Language Arts	Math
Committee Chair(s): Laura lee Espinosa, Jessica Sylvester Committee Members: <ol style="list-style-type: none"> 1. Danny Canales 2. Dawn Everson 3. Krystal De La Garza 4. Krystal Hernandez 5. Kundi Adefule 6. Ashley Trevino 	Committee Chair(s): Vanessa Castro, Robert Munoz Committee Members: <ol style="list-style-type: none"> 1. Karen Gonzalez 2. Zayra Rodriguez 3. Bisruti Bhatta 4. Erin Sturgess 5. Debby Tapia 6. Cassandra Montalvo
Science	School Culture and Climate
Committee Chair(s): Committee Members: <ol style="list-style-type: none"> 1. Betsaida Gracia 2. Samantha Rodriguez 3. Jessica Rivera 4. Krystal Hernandez 5. Noelia Salazar 6. Cristina Diaconu 	Committee Chair(s): Committee Members: <ol style="list-style-type: none"> 1. Khrystina Guajardo 2. Erika Meza 3. Olga Garcia 4. Adrian Castro 5. Araceli Villarreal 6. Rosalinda Alvarez
Staff Quality, Recruitment and Retention	Family and Community Involvement
Committee Chair(s): Principal Committee Members: <ol style="list-style-type: none"> 1. Sarah Alvarado 2. Erika Meza 3. Monica Perez 4. Erica Benitez 5. Maria Chavez 6. Isabel Roldan 	Committee Chair(s): Committee Members: <ol style="list-style-type: none"> 1. Aracely Villarreal 2. Monica Gonzalez 3. Oscar Canales 4. Amador Alonso Gregorio Gutierrez
Social Studies	
Committee Chair(s): Committee Members:	

Data Sources: Kinder – 2nd –

Reading DI:

Kinder – 78% of Kinder students met EOY
 1st – 73% 1st grade students met EOY
 2nd – 62% of 2nd grade students met EOY
 Overall – 68% Met Goal (+1% gain/loss)

Math DI:

Kinder – 79% of Kinder students met EOY
 1st – 68% of 1st grade students met EOY
 2nd – 92% of 2nd grade students met EOY
 Overall – 80% Met Goal

TELPAS

Kinder B 27.93%, I 4.56%, A 0%, AH 0%
 1st B 3.92%, I 7.84%, A 17.92%, AH 1.68%
 2nd B 1.77%, I 15.34%, A 15.93%, AH 1.77%

DIBELS

Kinder 25% Benchmark
 1st 67% Benchmark
 2nd 65% Benchmark

Areas of Strength

Areas of Need

DI Math 2nd – 92% of 2nd grade students met EOY

DI Reading:

Kinder – 78% of Kinder students met EOY
 1st – 73% 1st grade students met EOY
 2nd – 62% of 2nd grade students met EOY

DI Math:

Kinder – 79% of Kinder students met EOY
 1st – 68% of 1st grade students met EOY

(New and continuing initiatives will reflect campus areas

Comprehensive Needs Assessment – STAAR Data

Data Sources: Third Grade

**Reading: STAAR:
STAAR Results 2015-2016:**

71 out of 110 passed @ level 2 Satisfactory - 65%
20 out of 110 passed @ level 3 Advanced - 20%
STAAR Results - Students Not Achieving Satisfactory Performance Level II - 39 /110 = 35%

3rd Grade Reading LEP Results:

33 out of 59 LEP Students = 60% - Level 2
9 out of 59 LEP Students 16% - Level 3
26 out of 59 LEP Students 44% - Level 1

3rd Grade Reading Modified SPED Results:

0 out of 3 SPED Students= 0% - Level 2
0 out of 3 SPED Students =0 - Level 3
3 out of 3 SPED Students = 100 % - Level 1

Math: STAAR:

STAAR Results 2015-2016:

74 out of 110 passed @ level 2 Satisfactory - 68%
11 out of 110 passed @ level 3 Advanced - 11%
STAAR Results - Students Not Achieving Satisfactory Performance Level II - 36 out of 110 = 33 %

3rd Grade Mathematics LEP Results:

38 out of 59 LEP Students = 65% - Level 2
3 out of 59 LEP Students 6% - Level 3
21 out of 59 LEP Students 36% - Level 1

3rd Grade Mathematics Modified SPED Results:

0 out of 3 SPED Students= 25 - Level 2
0 out of 3 SPED Students =0 % - Level 3
3 out of 3 SPED Students = Level 1

TELPAS:

Beginner Number/Percentage	Intermediate Number/Percentage	Advanced Number/Percentage	Advanced High Number/Percentage	Total ELL Students
5/ 8%	18/29%	22/35%	17/27%	63

Areas of Strength

STAAR:

-

Areas of Need

STAAR:

- Reading/Math - number of students meeting Level 2 Standard is critically below 90%
- Reading / Math - number of students meeting Level 3 Standard is not at 30%
- Reading/Math - number of LEP students meeting Level 2 Standard is not at 90%
- Reading/Math - SPED students did not meet Level 2 Standard

Comprehensive Needs Assessment

Data Sources: Fourth Grade

Reading: STAAR: 81%
STAAR Results 2015-2016:
 89 out of passed 110 @ level 2 Satisfactory -81%
 17 out of 110 passed @ level 3 Advanced – 15%
 STAAR Results - Students Not Achieving Satisfactory Performance
 Level II - 21 out of 110= 19%

4th Grade Reading LEP Results:
 36 out of 45 LEP Students = 79%: Level 2
 1 out of 45 LEP Students 2% - Level 3
 9 out of 45 LEP Students 20% - Level 1

4th Grade Reading Modified SPED Results:
 0 out of 1 SPED Students= 0% - Level 2
 0 out of 1 SPED Students = 0% - Level 3
 1 out of 1 SPED Students = 100%: Level 1

4th Grade Reading ALT SPED Results:
 No ALT STAAR exam administered

Math: STAAR: 80%
STAAR Results 2015-2016:
 89 out of 110 passed @ level 2 Satisfactory -80%
 20 out of 110 passed @ level 3 Advanced - 18%
 STAAR Results - Students Not Achieving Satisfactory Performance
 Level II - 21/110 = 19 %

4th Grade Mathematics LEP Results:
 35 out of 45 LEP Students = 77% - Level 2
 7 out of 45 LEP Students 15% - Level 3
 10 out of 45 LEP Students = 22% - Level 1

4th Grade Mathematics SPED Results (STAAR A)
 0 out of 1 SPED Students= 0% - Level 2
 0 out of 1 SPED Students = 0% - Level 3
 1 out of 1 SPED Students = 100%: Level 1

4th Grade Mathematics ALT SPED Results:
 No ALT STAAR exam administered

Writing: STAAR: 68%
STAAR GRADE 4 WRITING Results 2015-2016:
 76 out of 111 passed @ level 2 Satisfactory - 68%
 16 out of 111 passed @ level 3 Advanced -14%
 STAAR Results - Students Not Achieving Satisfactory Performance
 Level II – 35 out of 111 = 31%

4th Grade Writing LEP Results:
 28 out of 45 LEP Students = 60% - Level 2
 2 out of 45 LEP Students 4% - Level 3
 17 out of 45 LEP Students 38% - Level 1

4th Grade Writing Modified SPED Results: (STAAR A)
 0 out of 1 SPED Students= 0% - Level 2
 0 out of 1 SPED Students = 0% - Level 3
 1 out of 1 SPED Students = 100%: Level 1

4th Grade Writing ALT 2 SPED Results:
 No ALT STAAR exam administered

TELPAS:

Beginner Number/Percentage	Intermediate Number/Percentage	Advanced Number/Percentage	Advanced High Number/Percentage	Total ELL Students
0/0%	14/30%	21/45%	11/23%	47

Areas of Strength:

STAAR:

- Reading 79% of LEP students passed at Level 2
- Math – 77% of LEP students passed at Level 2

TELPAS:

- 68% of students are Advanced or Advanced high

Areas of Need:

STAAR:

- Writing- number of students meeting Level 2 Standard is below 70%
- Reading/Math/Writing - number of students meeting Level 3 is below 30%
- Reading/Math - number of students meeting Level 2 Standard is below 90%
- Reading/Math/Writing - number of LEP students passing at Level 3 Standard is not at 30%
- Reading/Math/Writing - No SpEd students passed at Level 2

TELPAS

- 30% @ Intermediate

Comprehensive Needs Assessment – 5th grade

Data Sources: Fifth Grade

Reading: STAAR: 86/21
STAAR Results 2015-2016: (1st try)
 87 out of 113 passed @ level 2 Satisfactory -77%
 24 out of 113 passed @ level 3 Advanced – 21%
 26 out of 113 not passed @ level 1 Unsatisfactory- 23%

5th Grade Reading LEP Results:
 48 out of 57 LEP Students = 84% - Level 2
 4 out of 57 LEP Student = 7% - Level 3
 9 out of 57 LEP Students = 16% - Level 1
5th Grade Reading SPED Results: (STAAR A)
 2 out of 5 SPED Students= 40% - Level 2
 0 out of 5 SPED Students = 0% - Level 3
 2 out of 5 SPED Students = 60% - Level 1

Math: STAAR: 95/17
STAAR Results 2015-2016: (1st try)
 98 out of 113 passed @ level 2 Satisfactory - 88%
 20 out of 113 passed @ level 3 Advanced – 18%
 15 out of 113 not passed @ level 1 unsatisfactory- 13%

5th Grade Mathematics LEP Results:
 53 out of 57 LEP Students = 93% - Level 2
 6 out of 57 LEP Students= 11% - Level 3
 4 out of 57 LEP Students 7% - Level 1
5th Grade Mathematics SPED Results: (STAAR A)
 3 out of 5 SPED Students= 60% - Level 2
 0 out of 5 SPED Students = 0% - Level 3
 2 out of 5 SPED Students = 100% - Level 1

Science: STAAR:
STAAR GRADE 4 SCIENCE Results 2015-2016:
 106 out of 111 passed @ level 2 Satisfactory - 93%
 15 out of 111 passed @ level 3 Advanced - 13%
 5 out of 111 @ level 1 Unsatisfactory 5%

5th Grade Science LEP Results:
 53 out of 57 LEP Students = 93% - Level 2
 5 out of 57 LEP Students 9% - Level 3
 4 out of 57 LEP Students 7% - Level 1
5th Grade Science SPED Results (STAAR A)
 2 out of 5 SPED Students= 40% - Level 2
 0 out of 5 SPED Students = 0% - Level 3
 3 out of 5 SPED Students = 60% - Level 1

TELPAS:

Beginner Number/Percentage	Intermediate Number/Percentage	Advanced Number/Percentage	Advanced High Number/Percentage	Total ELL Students
3/5%	2/4%	24/42%	28/49%	57

Areas of Strength:

TELPAS:

- 91% of students are Advanced or Advanced high

STAAR:

- Math / Science LEP students passing at Level 2 is above 90%
- Reading 93% Level 2
- Reading 84% of LEP students passed at Level 2
- Math 95% Level 2
- Science 93% Level 2

Areas of Need:

STAAR:

- Reading students passing at Level 3 is below 30%
- Math students passing at Level 3 is below 30%
- Reading/Math/Science - SpEd students passing at Level 2 is below 70%

New Initiatives

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| <ul style="list-style-type: none"> All grade levels should have students practice writing sentences. Consistency when it comes to capitalizing beginning of sentences and ending it with a punctuation mark. Students should practice creative writing weekly Spelling words for homework weekly (sight words) Fluency development continued in STAAR grades PD on differentiated instruction. Book studies conducted in upper grades. Reflection journals will be used by students twice a week in every subject to prepare for TELPAS. Homeroom teacher will be held accountable for AR goals (weekly points earned and percentage) of their students. Every classroom will have a classroom library with varied genres. Literacy cadre SIOP strategies practiced in every classroom to assist ELLs | <ul style="list-style-type: none"> Individual academic plans in literacy will be developed for each students in need. These plans will be developed through collaboration with the grade level teams, the campus leaders and interventionists(RTI committee) Progress monitoring meetings will be conducted every three weeks to develop intervention and enrichment plans. |
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Continuing Initiatives

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| <ul style="list-style-type: none"> Early tutoring Intervention More hands on resources aligned with DI Frequent PTGs More planning time during half days/Conf. time IW and centers are aligned to DI Home work is prescriptive and aligned to DI Horizontal collaboration occurs weekly (grade level). Ambitious goals are set for students and follow NIFDI/IDEA curriculum guidelines Backwards planning is tracked throughout the year to insure that goals are met DI Data is used to identify students in need and provide intervention. Students are held accountable for their goals by using lesson trackers and thermometer charts Ensure BOY placement is accurate Provide intervention opportunities during recess, conference or after school, or intervention block (kinder) Offer after school tutoring for struggling readers Insure that struggling students are on the RTI plan and tracked. Create a DI homework binder for grades k-2nd Collect IW work and rigorous literacy center templates for grades k-2nd and make accessible. Collaborate vertically (k-5th) Student will use individualized data trackers for the lower grades (k-2nd) to promote further accountability. Student portfolios will be used to track student progress and to be utilized during conferences and will include mastery tests, checkouts, weekly sample of independent work, behavior charts. Writing Initiatives Writing portfolios Extension of Morning Message into a DO NOW Extension of storybook comprehension questions Vocabulary Journals – 4 square in context – Marzano Science Journals | <ul style="list-style-type: none"> STAAR Resources- Teacher planning resources Frequent PTGs with children needing intervention More planning time during half days/Conf. time Availability to copier supplies/paper Use STAAR data to provide intervention for students in need. Provide intervention opportunities through the use of tutoring after school and on Saturdays. Align instruction to TEKS and STAAR objectives. Use backward planning throughout the year to insure all objectives and skills are taught. Continued use of higher order thinking skills through question stems. Continued use of exit tickets to ensure students are at mastering and to provide further data. Students will practice stem questions missed on exit tickets/weekly assessments and get a parent signature on any failing exit ticket/weekly assessment STAAR students will continue to use individual data trackers Balanced Literacy in STAAR grade levels (3-5) <ul style="list-style-type: none"> Guided reading using DI according to reading level Shared reading-on level Reading workshops-according to reading level Read Aloud-above level Data will be collected for daily independent work/exit tickets on a spreadsheet as well as a summary sheet for weekly assessments. To correctly place STAAR grade level students according to reading level in classrooms, students will take the Star test in the AR Zone on the first day of school so teachers can plan accordingly. Star test that is given in the AR Zone will be utilized to backwards plan and insure that students meet a year's growth in their reading level. Student's weekly grades from AR Book tests will be used to insure that students are progressing over the independent work they are doing in class during Reading Workshop. Bi-weekly data conversations will occur with appraiser to discuss data and next steps for struggling students. |
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**Mathematics
Committee Chair:**

New Initiatives

<p>Kinder:</p> <ul style="list-style-type: none"> - integrate rote counting during morning/afternoon meeting - interactive math school wide subscriptions - more math in-services from IMs APIs and Coaches <p>All Grade Levels: I Learning Hotspot lessons need to be aligned with TEKS being covered in the classroom. Teacher will collaborate with i-Learning to align lessons.</p>	<p>All Grade Levels:</p> <ul style="list-style-type: none"> • RM City goals need to reset to 33 percent every quarter for the first 3 quarters so all students finish before STAAR. • Teachers need to stay on top of RM City progress and take measures for all students to be on track such as doubling up I Learning instead of PE • Envision must be supplemented with more rigorous resources like Motivation Math or Measuring Up • 2nd Grade Math needs to introduce word problems with rigor and vocabulary. • Vertical Alignment with 3-5 math is paramount to maintain cohesiveness with strategies and expectations. Collaborate with Math Interventionist to track student progress and hold students accountable to ensure they meet yearly progress.
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Continuing Initiatives

<p>Kinder: Teachers will align independent work activities, and homework to TEKS. DI curriculum needs to be aligned to the state standards in order to prepare students for more rigorous lessons. Target students that need intervention early at kinder level. Teachers will work with high performing students during academic block in order to introduce them to grade level TEKS.</p> <p>First: Teachers will focus on mental math and fast facts (addition and subtraction) daily. Teachers will implement an exit ticket to check for understanding of content mastery before students can move on to the next lesson. Include a reteach/intervention block at the end of every rotation to provide additional support for struggling students. Students need to be exposed to next level TEKS in I Learning HotSpot. Teachers will monitor the progress of the students on weekly basis.</p> <p>Second: Basic facts need to be implemented daily through the use of fast fact drills of multiplication and division. Teachers need to use academic vocabulary in the daily delivery of content. Teachers need to introduce problem solving strategies and STAAR formatted problems during independent practice and exit tickets. Teachers will implement a daily challenge station with rigorous word problems that can be solved with the use of manipulatives for early finishers.</p> <p>Kinder: Setting ambitious goals for all groups and follow NIFDI curriculum.</p> <ul style="list-style-type: none"> • Independent Centers should be aligned with Direct Instruction and continue to be challenging and meaningful. <p>First Grade: Continue giving fast facts for homework</p> <ul style="list-style-type: none"> • Continue setting extremely high expectations to challenge students to finish lessons and progress through the program rapidly. • Word walls in all classrooms will continued to align with DI. <p>Second Grade: Continue extended block for intervention with small groups. Word wall will be aligned with DI and STAAR</p> <p>Kinder: Extended Math block (1 hr 30 min) Homework will be assigned weekly instead of monthly to allow flexibility.</p> <p>1st Grade: Independent work should STAAR formatted questions aligned to the first grade TEKS.</p> <ul style="list-style-type: none"> • Math centers should include manipulatives that they will eventually see on STAAR. Such as base ten blocks, thermometers, and shapes. <p>2nd Grade: Designated STAAR block at least one thirty-minute session a week. Block should be aligned to 2nd grade TEKS. Independent work should include STAAR formatted questions and centers should also Include visuals and manipulative aligned to STAAR.</p>	<p>Third: Teachers will focus on academic vocabulary and problem solving strategies. Teachers will implement the use of variables in data and check for understanding of planning stage of problem solving. Teachers will provide a daily challenge station with a rigorous problem for early finishers. Teachers will implement timed activities to expose students to time constraints required for state testing.</p> <p>Fourth: Teachers will provide a daily challenge station with a rigorous problem for early finishers. Teacher will focus on problem solving strategies aligned to next grade level in order to clear up misconceptions students may have.</p> <p>Fifth: Teacher will implement daily basic fact drills and mental math skills. Teacher will use academic word walls, vocabulary foldable, and hands on activities. Teacher will align concepts to real life situations where students can make connections. Teacher will implement proper tracking of mastered TEKS to ensure every student is on track.</p> <p>Third – Fifth: Tutoring needs to be prescriptive and intentional based on student need in content area. Saturday tutorials need to be based on STAAR preparation problem solving.</p> <ul style="list-style-type: none"> • Continue holding kids accountable by checking their work and doing fix-ups. <p>Third Grade and Fourth Grade: Continue weekly assessments and exit tickets to track student progress.</p> <ul style="list-style-type: none"> • Continue with academic word walls, vocabulary foldable, and hands on activities. • Continue to align concepts to real life situations where students can make connections. • Continue to motivate students to create warm learning environments where kids enjoy what they are doing. • Continue to set high expectations and make learning rigorous but rewarding to the students. <p>Across all grade levels: continue fidelity checks to ensure accurate grades.</p> <p>Third Grade: Teacher should coordinate with I hotspot teacher to align curriculum to ensure kids are working on appropriate TEKS and level.</p> <ul style="list-style-type: none"> • Teacher should also coordinate with 2nd Grade Math teacher to provide STAAR aligned homework and independent work. <p>Fourth Grade: Teacher should coordinate with IHotspot teacher to ensure TEKS are being addressed and proper level of rigor for kids.</p> <ul style="list-style-type: none"> • Use of whiteboards for checking understanding in 3rd and 4th grade. • Proper tracking of mastered TEKS to ensure every student is on track. <p>All grade levels should have a mandatory parent contact log of at least 5 a week to ensure all parents are aware of their child's academic progress. PTG form would also be acceptable.</p>
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Family and Community Involvement

Committee Chair:

New Initiatives

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|---|---|
| <ul style="list-style-type: none">• Pre-Kinder & Kinder Culture Camp▪ Have sweet bread and coffee on 1st day of school for kinder parents to get to know one another.▪ Have monthly meeting with parents to keep them updated on what upcoming events will be happening.▪ Weekly Newsletter sent out to parents▪ Monthly or quarterly reading nights for parents and students▪ Parent mentor (Where parents call other families to let them know about school activities.)▪ 5K for IDEA Edinburg students/ families▪ Peter Piper Pizza Family Night▪ Thanksgiving lunch with Parents▪ Involving families on Earth Day | <ul style="list-style-type: none">▪ Family carnival /Fall Festival▪ Career Day▪ QTR Jam/ Field Days (EOY)▪ DI Night (talk to parents about upcoming lessons to see how they will help at home)▪ Group Chat (Reminder App. Where parents receive messages from teacher or other parents)▪ .Movie Night (families) |
|---|---|

Continuing Initiatives

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|--|--|
| <ul style="list-style-type: none">▪ Report card night every quarter▪ Parent weekly▪ Weekly call to parents▪ School messenger (about important dates/ information)▪ Sports day with dad▪ Muffins with mom▪ Grandparents day▪ Kinder Culture Camp▪ Family Night at Peter Piper▪ Dr. Seuss Week activities after school for parents to come and celebrate Read Across America with their child▪ Open house to display students work▪ EOY QTR Jam/ K-2nd Field Day | |
|--|--|

New Initiatives

- Planning Time- After every IA test, schedule will be created to relieve teacher to allow for planning time.
- Leveraging teacher relationships with students and parents to allow for more ownership of classroom and grade level
- Grade team leader will be first point of contact for teachers – this will help make hierarchy more fluid

Continuing Initiatives

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|---|--|
| <ul style="list-style-type: none"> • Personal phone call • Welcome Letter and BOY PD one pager • Schedule Classroom Observations (5/20 – 5/30) • Registration Recruitment • Teacher Weekly (Training Calendar) • Staff Bios / Surveys • Personal phone call • Mixer • IDEA T-Shirts • All Staff Summer Reading Book Club (Teach Like A Champion) • Teacher Bi-Weekly • DI Overview • Teacher Bi-Weekly • Continuous Training- The more training the more successful a teacher will feel in the classroom. • Teacher shout out at Faculty Meetings- This lets the teacher know that their hard work and effort does not go unrecognized. • Appreciation gifts are a really neat initiative and are always welcomed by our teachers as a token of appreciation especially during the more strenuous time of the year. • Promoting Teacher Led professional Development (Round 4/Talent ED) | <ul style="list-style-type: none"> • Personal phone call • GET Strands Information • IDEA Family Event • IDEA Professional Development Cycle • All Staff Technology Issue • Team Building • All Staff Convocation • Culture Camp • Laying out and establishing a STRONG foundation for professional growth; co-teacher to teachers, teachers to API's, API's to Principals, etc. • Immediate feedback after classroom walk through so that teachers are aware of their "glows/grows" to implement necessary changes for effective and successful classroom environment. • Having weekly faculty meeting is a great way to keep teachers informed and a strong effort to improving communication |
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School Culture and Climate

Committee Chair:

New Initiatives

Students

- Monthly Incentives for students, such as having kite day, ice cream day, academic block activity, cap day, sunglass day, wear your favorite sneakers, mustache day, and etc. There are so many little things we can do.
- Merit/Demerit Card for all grade levels. This will help us keep a close track on students as well as fewer students in lunch detention. It is very important that it be introduced the first week of school and implemented immediately. Demerits will be given for any infraction, such as no uniform, talking back, no homework, not following instruction, and etc.
- Hallway expectations for ALL grade levels.
- Classroom- Sit Tall, Talk Big, Answer on Signal, Respect posters in all classrooms.
- Restroom procedures in restrooms. (too many incidents in rr)

Teachers

- Teacher/**Co-Teacher** of the Month-designated by lead team.
- Student Council
- Spirit Monkey (incentive for students)

Continuing Initiatives

Students

- Flags to hang outside doorways – daily (uniform 1 flag ADA 1 flag)
- Announcements regarding IDEA 55 – daily – student led announcements
- Video announcements – recorded by students
- Morning meeting reflection journal kept in homeroom used when students receive an infraction– as needed
- ADA celebrations for homerooms – monthly challenge – during electives
- Weekly homeroom perfect attendance – next week homerooms have special activity (dress)
- Daily use of IDEA 55/SOAR lessons/culture kit during morning meeting at a specific time frame (7:45-8:00), after breakfast and attendance so that it is more intentional with limited interruptions.
- Implementing culture days through literature once a week during P.E.
- Implement Merit/Demerit cards across all grade levels consistently with a monthly incentive.
- Monthly Incentives for students, such as having moon jumps, Kite Day, Easter Egg Hunt, and Bubble Day.
- Hallway Expectations for Grades 3rd and up. Using new phrases such as Peace and Quiet, 5 and 1 vs. Bubbles and Wings.
- Incentives for dress code- students will receive a reward as a class when completing a Puzzle of a student in correct uniform.
- Lower grades adopt a STAAR classroom to motivate and show Team and Family during testing.
- IDEA 55 posted throughout the school to serve as a reminder for students.
- Detention system-
- Restroom procedures posted in restrooms.
- Tokens will be given to teachers on the 1st day of the month.
- Implementing Intensive Culture Training during the first week of school for students depending on grade level.
- Incentives for perfect attendance every Quarter for students.
- Incentives for Meeting Goals with Thermometer Charts.
- Teacher Student Game Rewards
- Hallways- Bubbles and wings, 3rd Tile, on a square.
- Merit/Demerit Card for 2nd Grade.
- Cafeteria- Homeroom teachers on duty with students.
- Signals- pen and pencil, restroom, water, tissue, and Give me 5.
- Classroom- Sit Tall, Talk Big, Answer on Signal, Respect.

Teachers

- Student Council
- Visuals while monitoring transitions – green, yellow, red for all lead team and electives/math – ALL for End of day
- Tickets for rewards
- SOAR lessons during morning meeting and using SOAR lesson language throughout the day.
- Incentives for passing IA's (dance parties)
- STAAR Pep-Rally
- Shout outs during faculty meetings.
- Beginning and Ending dinner party with faculty.
- Inviting faculty to District Events.
- Parent Events such as Sports with Dad, Muffins for Mom, Breakfast with Grandparents.
- Having socials once every month during faculty meetings to improve climate and Team and Family. Example: each grade level will host the social with an icebreaker, snacks, or games.
- Peer walk through to working vertically across all curriculums.
- 5 days of Secret Santa. (Teacher per 1 student)
- Parent Teacher Organization- Teachers and parents come together to fundraise for incentives for students. Grade levels should assign about 3 people per classroom for volunteers.
- You Rock Bucks for Teachers!- There will be a raffle every Friday.
- Monthly Rewards for Teacher Perfect Attendance. Ex. Jean Day!, Extended Lunch!
- Teacher of the Month- designated by lead team, teacher will have a designated parking space in front of school for their reigning month, and will be recognized in the 1st faculty meeting of the month and schools marquee.

**Science
Committee Chair:**

New Initiatives – 5th grade

- campus-wide science project (K-5)
- campus-wide science fair (K-5)
- various science clubs for grade 3-5
- partnership with local university (UTRGV) for possible school presentations or field trips
- invest in science programs/technology for enrichment with labs or campus-wide subscription (Peep and the Big Wide World, ScratchJr, etc.)
- encourage parents to explore science through homework assignments at least once a week (K-5).
- train teachers/professional development (K-5) for science curriculum.
- science lesson during Academic Block in every grade level. (science teacher can have a mobile lab and teach science to various classes once a month)
- grade 3-5 science lessons once a week, with each grade level covering a different category (exposure to vocabulary words)
- encourage students to be advocates for a better community through science (recycling, reusing, conserving, etc)

Continuing Initiatives

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| <ul style="list-style-type: none"> • Align DI curriculum with science TEKS objectives (Math). • Align Independent work activities with science TEKS. • Establish a calendar for stem scopes across grade levels. • Have a Science Blast day during intervention block with culminating project for that science skill. • Provide students with assessments and tests throughout the quarter to ensure they are learning. • Equip teachers with the proper materials needed for each science area being taught. | <ul style="list-style-type: none"> • Create science related enrichment activities for students to use during Intervention block. • science honor society to challenge top performing students |
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New Initiatives

Maps and globes throughout classrooms
 Incorporate geography lessons/projects
 Map reading skills
 Have students participate in various Historical plays- (ex.: Thanksgiving)
 Monthly Projects ex: February-Black History Month
 Biography Projects
 Texas History- Texas first Peoples, Texas Independence etc.
 Field lessons that include Historical markers, sights, battle grounds (ex; The Alamo in San Antonio, San Jacinto, Ft. Brown- Brownsville, Palmito Ranch Battlefield in Brownsville- Civil War, Palo Alto Battlefield-Mexican-American War)

Continuing Initiatives

- Implement a rotation during the week between Science/Social Studies blocks so students can gain knowledge of the subject
- Make resources available in order to enhance students' learning
- Kinder culture camp
- Align Language/DI content with Social Studies TEKS
- IW and activities are aligned with Social Studies
- Homework and projects are aligned with grade appropriate TEKS
- Social Studies Journal
- Continue morning and afternoon meetings
- Send more projects home to provide more hands on learning

- Social Studies Journal
- More hands on activities
- More Social Studies resources
- Social Studies will be taught during academic block
- Continue with Social Studies/Science rotations
- Continue to use Texas Studies Weekly
- Align Social Studies curriculum with grade appropriate TEKS
- IW and activities are aligned with Social Studies TEKS
- Homework and projects are aligned with grade appropriate TEKS

Staff Development		
Date	Session Title/Topic	Session Objective(s)
9/9/2016	STAR Lesson Planning Direct Instruction: Backwards Planning	TWBAT identify and apply the different parts of a lesson cycle to their planning. TWBAT identify critical groups and next steps for Closing the Achievement Gap.
10/7/2016	Analysis of Lessons Plans Direct Instruction: Tracking students	TWBAT share lesson plans with colleagues and receive on their planning. TWBAT share best practices with tracking students in college house.
10/24/2016	Data Analysis and Conversations, Identify Standards In conversations, blue print Direct Instruction: Writing Initiative	TWBAT analyze IA 1 data and write a clear plan for reteaching objectives with large gaps. TWBAT report on effectiveness of writing journals and sentence prompts (IW).
10/24/2016	Lesson Planning Readiness an supporting Standards Direct Instruction: RTI process	TWBAT implement strategies and connect to readiness and supporting standards. TWBAT revisit RTI folders and ensure all data points are updated.
10/31/2016	Across Campus: 100% Engagement and Thinking for ELL's	TWBAT utilize strategies in the classroom that will ensure engagement of all students during the lesson cycle.
11/7/2016	Writing an Effective Exit Slip, include explanation or how questions. Direct Instruction: HOTS within program	TWBAT understand the components of an effective exit slip and apply that knowledge in their lesson planning. TWBAT incorporate HOTS into IW.
11/18/2016	Practice and Feedback on Exit Slips, Quick Check for Understanding Direct Instruction: Preparing for PTG Meetings	TWBAT design and share their exit slips. TWBAT prepare and present PTG PowerPoint to peers and manager to ensure clear message is communicated.
12/12/2016	Across Campus: Mentorship Program / Adopt an Angel	TWBAT understand the selection process of “angels” and apply criteria to select a group of candidates for participation.
1/9/2017	Across Campus: State of the School	TWBAT analyze PTG and come away with clear next steps for improvement.
1/9/2017	Across Campus: Morning Meeting	TWBAT revisit morning meeting scope and sequence. TWBAT scope out the next 2 months and prep materials
1/9/2017	Across Campus: Behavior Management	TWBAT revisit SMART goals and share best trackers in maintaining student behavior trackers.
1/9/2017	Across Campus: Current POP Observation Data	TWBAT analyze POP observation data from the last month. TWBAT create and execute clear and effective next steps in their lessons.

Teachers will attend the staff development listed which will address high priority areas, improve student learning, and enhance teachers’ knowledge base.

****Staff Development****

A PD plan summary to be provided by the campus listing the date, session title and objectives.

IDEA Public Schools
Discipline Action Summary-Total Number and Percentage of Incidents by Reason Codes
For School Year 2015-2016

Reason Code	Number of Incidents	Percentage of Incidents
04 - Possess controlled substance	15	1.35%
11 - Used/possessed firearm	1	0.09%
12 - Used, exhibited, or possessed an...	6	0.54%
14 - Used/possessed prohib weapon	2	0.18%
21 - Violation of Code of Conduct	1073	96.67%
27 - Assault against emp/vol	2	0.18%
28 - Assault not emp/vol	3	0.27%
41 - Fighting/Mutual Combat	8	0.72%

Total	1110	100%
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IDEA Public Schools
Discipline Action Summary-Total Number of Incidents by Reason Codes and School Name
For School Year 2015-2016

School Name	04 - Possess controlled substance	11 - Used/possess ed firearm	12 - Used, exhibited, or possessed an...	14 - Used/possess ed prohib ed weapon	21 - Violation of Code of Conduct	27 - Assault against emp/vol	28 - Assault not emp/vol	41 - Fighting/Mutual Combat	Total
IDEA Donna College Preparatory					15				15
IDEA Quest College Preparatory					38			6	44
IDEA Frontier College Preparatory					41				41
IDEA Mission College Prep					86				86
IDEA San Benito College Prep			1		132				133
IDEA San Juan College Preparatory					5				5
IDEA Alamo College Preparatory					45				45
IDEA Pharr College Preparatory	5				10				15
IDEA Edinburg College Preparatory					21		1		22
IDEA Weslaco College Preparatory					80				80
IDEA McAllen College Preparatory	6				3				9
IDEA Brownsville College Prep			5		2				7
IDEA Weslaco Pike College Preparatory									0
IDEA Riverview College Preparatory	1								1
IDEA North Mission College Preparatory					1				1
IDEA Carver College Preparatory				2	24				26
IDEA South Flores College Prep					1				1
IDEA Monterrey Park College Preparatory					35				35
IDEA Walzem College Preparatory					65				65
IDEA Eastside College Preparatory					3				3
IDEA Allan College Preparatory	3				143				146
IDEA Rundberg College Preparatory					9				9
IDEA Donna Academy					11				11
IDEA Quest Academy					2				2
IDEA Frontier Academy					28				28
IDEA Mission Academy									0
IDEA San Benito Academy					5				5
IDEA San Juan Academy					1				1
IDEA Alamo Academy					5				5
IDEA Pharr Academy					3				3
IDEA Edinburg Academy		1			5	1	2	2	11
IDEA Weslaco Academy									0
IDEA McAllen Academy									0
IDEA Brownsville Academy					1				1
IDEA Weslaco Pike Academy						1			1
IDEA Riverview Academy					6				6
IDEA North Mission Academy									0
IDEA Carver Academy					89				89
IDEA South Flores Academy					1				1
IDEA Monterrey Park Academy									0
IDEA Walzem Academy					73				73
IDEA Eastside Academy									0
IDEA Allan Academy					66				66
IDEA Rundberg Academy					18				18
District Total	15	1	6	2	1073	2	3	8	1110

IDEA Public Schools
Discipline Action Summary-Percentage of Total Incidents by Reason Codes and School Name
For School Year 2015-2016

School Name	04 - Possess controlled substance	11 - Used/possessed firearm	12 - Used, exhibited, or possessed an...	14 - Used/possessed prohib weapon	21 - Violation of Code of Conduct	27 - Assault against emp/vol	28 - Assault not emp/vol	41 - Fighting/Mutual Combat	Total
IDEA Donna College Preparatory	0.00%	0.00%	0.00%	0.00%	1.35%	0.00%	0.00%	0.00%	1.35%
IDEA Quest College Preparatory	0.00%	0.00%	0.00%	0.00%	3.42%	0.00%	0.00%	0.54%	3.96%
IDEA Frontier College Preparatory	0.00%	0.00%	0.00%	0.00%	3.69%	0.00%	0.00%	0.00%	3.69%
IDEA Mission College Prep	0.00%	0.00%	0.00%	0.00%	7.75%	0.00%	0.00%	0.00%	7.75%
IDEA San Benito College Prep	0.00%	0.00%	0.09%	0.00%	11.89%	0.00%	0.00%	0.00%	11.98%
IDEA San Juan College Preparatory	0.00%	0.00%	0.00%	0.00%	0.45%	0.00%	0.00%	0.00%	0.45%
IDEA Alamo College Preparatory	0.00%	0.00%	0.00%	0.00%	4.05%	0.00%	0.00%	0.00%	4.05%
IDEA Pharr College Preparatory	0.45%	0.00%	0.00%	0.00%	0.90%	0.00%	0.00%	0.00%	1.35%
IDEA Edinburg College Preparatory	0.00%	0.00%	0.00%	0.00%	1.89%	0.00%	0.09%	0.00%	1.98%
IDEA Weslaco College Preparatory	0.00%	0.00%	0.00%	0.00%	7.21%	0.00%	0.00%	0.00%	7.21%
IDEA McAllen College Preparatory	0.54%	0.00%	0.00%	0.00%	0.27%	0.00%	0.00%	0.00%	0.81%
IDEA Brownsville College Prep	0.00%	0.00%	0.45%	0.00%	0.18%	0.00%	0.00%	0.00%	0.63%
IDEA Weslaco Pike College Preparatory	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
IDEA Riverview College Preparatory	0.09%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.09%
IDEA North Mission College Preparatory	0.00%	0.00%	0.00%	0.00%	0.09%	0.00%	0.00%	0.00%	0.09%
IDEA Carver College Preparatory	0.00%	0.00%	0.00%	0.18%	2.16%	0.00%	0.00%	0.00%	2.34%
IDEA South Flores College Prep	0.00%	0.00%	0.00%	0.00%	0.09%	0.00%	0.00%	0.00%	0.09%
IDEA Monterrey Park College Preparatory	0.00%	0.00%	0.00%	0.00%	3.15%	0.00%	0.00%	0.00%	3.15%
IDEA Walzem College Preparatory	0.00%	0.00%	0.00%	0.00%	5.86%	0.00%	0.00%	0.00%	5.86%
IDEA Eastside College Preparatory	0.00%	0.00%	0.00%	0.00%	0.27%	0.00%	0.00%	0.00%	0.27%
IDEA Allan College Preparatory	0.27%	0.00%	0.00%	0.00%	12.88%	0.00%	0.00%	0.00%	13.15%
IDEA Rundberg College Preparatory	0.00%	0.00%	0.00%	0.00%	0.81%	0.00%	0.00%	0.00%	0.81%
IDEA Donna Academy	0.00%	0.00%	0.00%	0.00%	0.99%	0.00%	0.00%	0.00%	0.99%
IDEA Quest Academy	0.00%	0.00%	0.00%	0.00%	0.18%	0.00%	0.00%	0.00%	0.18%
IDEA Frontier Academy	0.00%	0.00%	0.00%	0.00%	2.52%	0.00%	0.00%	0.00%	2.52%
IDEA Mission Academy	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
IDEA San Benito Academy	0.00%	0.00%	0.00%	0.00%	0.45%	0.00%	0.00%	0.00%	0.45%
IDEA San Juan Academy	0.00%	0.00%	0.00%	0.00%	0.09%	0.00%	0.00%	0.00%	0.09%
IDEA Alamo Academy	0.00%	0.00%	0.00%	0.00%	0.45%	0.00%	0.00%	0.00%	0.45%
IDEA Pharr Academy	0.00%	0.00%	0.00%	0.00%	0.27%	0.00%	0.00%	0.00%	0.27%
IDEA Edinburg Academy	0.00%	0.09%	0.00%	0.00%	0.45%	0.09%	0.18%	0.18%	0.99%
IDEA Weslaco Academy	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
IDEA McAllen Academy	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
IDEA Brownsville Academy	0.00%	0.00%	0.00%	0.00%	0.09%	0.00%	0.00%	0.00%	0.09%
IDEA Weslaco Pike Academy	0.00%	0.00%	0.00%	0.00%	0.00%	0.09%	0.00%	0.00%	0.09%
IDEA Riverview Academy	0.00%	0.00%	0.00%	0.00%	0.54%	0.00%	0.00%	0.00%	0.54%
IDEA North Mission Academy	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
IDEA Carver Academy	0.00%	0.00%	0.00%	0.00%	8.02%	0.00%	0.00%	0.00%	8.02%
IDEA South Flores Academy	0.00%	0.00%	0.00%	0.00%	0.09%	0.00%	0.00%	0.00%	0.09%
IDEA Monterrey Park Academy	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
IDEA Walzem Academy	0.00%	0.00%	0.00%	0.00%	6.58%	0.00%	0.00%	0.00%	6.58%
IDEA Eastside Academy	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
IDEA Allan Academy	0.00%	0.00%	0.00%	0.00%	5.95%	0.00%	0.00%	0.00%	5.95%
IDEA Rundberg Academy	0.00%	0.00%	0.00%	0.00%	1.62%	0.00%	0.00%	0.00%	1.62%
District Total	1.35%	0.09%	0.54%	0.18%	96.67%	0.18%	0.27%	0.72%	100.00%

STUDENT SAFETY

Student Code of Conduct

IDEA Public Schools has adopted a Student Code of Conduct in accordance with law.

The Principal shall ensure that the student code of conduct is distributed to each student at the beginning of the year. Transfer students shall receive a student code of conduct upon enrollment.

Students with disabilities: any change in placement and/or any disciplinary action regarding a student with a disability, who needs or is believed to need special education and related services under the Individuals with Disabilities and Education Act, shall be in compliance with applicable federal and state laws and regulations.

Child Abuse Reporting and Programs

Using resources developed by the Texas Education Agency, IDEA Public Schools provides child abuse anti-victimization programs and cooperates with official child abuse investigators as required by law. IDEA Public Schools also provides training to its teachers and students in preventing and addressing incidents of abuse and other maltreatment of students, including knowledge of likely warning signs indication that a student may be a victim of abuse or maltreatment. Assistance, interventions, and counseling options are also available.

School administrators will cooperate with law enforcement investigations of child abuse, including investigations by the Texas Department of Protective and Family Services. School officials may not refuse to permit an investigator to interview at school a student who is alleged to be a victim of abuse or neglect. School officials may not require the investigator to permit school personnel to be present during an interview conducted at school.

Investigations at school may be conducted by authorized law enforcement or state agencies without prior notification or consent of the student's parents.

Reporting Child Abuse

Any IDEA Public Schools' employee, volunteer, or agent that believes a child has been adversely affected by physical or mental abuse or neglect shall make a report within 48 hours of first suspecting such abuse or neglect. The report shall be made to law enforcement or the Department of Family and Protective Services, Child Protective Services.

Plan for Addressing Sexual Abuse and Other Maltreatment of Children

What is Sexual Abuse of a Child?

The Texas Family Code defines "sexual abuse" as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as, in certain circumstances, failure to make a reasonable effort to prevent sexual conduct harmful to a child.

What is Other Maltreatment of a Child?

Under State law, "other maltreatment" of a child includes "abuse" or "neglect," as defined by Texas Family Code sections 261.001 and 261.401.

Reporting Obligation

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to the Texas Department of Family and Protective Services (DFPS). Reports may be made by contacting one of the following:

- Texas Abuse Hotline: 1-800-252-5400 or, in non-emergency situations only, <http://www.txabusehotline.org>.
- Your local police department.
- Call 911 for emergency situations.

IDEA Public Schools has established a plan for addressing child sexual abuse and other maltreatment of children (the “Plan”). The Plan is addressed in this section of the Handbook.

Methods for Increasing Awareness Regarding Sexual Abuse or Other Maltreatment of Children

For Staff: IDEA Public Schools annually trains staff in all content areas addressed in the Plan. Training is provided by campus staff, administrative staff, or outside agencies as determined by the campus administration.

For Students: School counseling staff will address issues to increase awareness regarding sexual abuse and other maltreatment of children and anti-victimization programs with age appropriate conversation and materials no less than once per school year. These discussions will occur in classroom group settings.

For Parents: Parents must be aware of warning signs indicating that their child may have been or is being sexually abused or otherwise maltreated. A child who has experienced sexual abuse or other maltreatment should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that evidence of sexual abuse or other maltreatment may be more indirect than disclosures or signs of physical abuse. It is important to remain calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing in coming to you.

The fact that the abuser is a parent or other family member does not remove your obligation to protect the child. Parents who permit their child to remain in a situation where he or she may be injured or abused may also be subject to prosecution for child abuse. And, if you are frightened for your own safety or that of your child, you should call 911 or 1-800-252-5400.

Also remember that parents are legally responsible for the care of their children and must provide their children with safe and adequate food, clothing, shelter, protection, medical care and supervision, or arrange for someone else to provide these things. Failure to do so may be considered neglect.

The Principal or designee will provide information regarding counseling options available in your area for you and your child if your child is a victim of sexual abuse or other maltreatment. The DFPS also provides early abuse intervention through counseling programs. Services available in your county can be accessed at the following web address:

http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

These websites are also helpful:

- Texas Education Agency – Prevention of Child Abuse Overview:
http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Child_Abuse_Prevention/Child_Abuse_Prevention_Overview/
- Sexual Abuse Prevention Programs:
<https://www.childwelfare.gov/topics/preventing/programs/sexualabuse/>
- Promoting Healthy Families in Your Neighborhood:
<https://www.childwelfare.gov/pubPDFs/packet.pdf>
- Signs of Child Abuse:
http://www.keepkidshealthy.com/welcome/commonproblems/child_abuse.html
- DFPS – Prevent Child Abuse (HelpandHope.org)
<http://helpandhope.org>
DFPS – How to Report Child Abuse or Neglect
http://www.dfps.state.tx.us/Contact_us/report_abuse.asp
- Texas Attorney General – What Can We Do About Child Abuse?
<https://www.texasattorneygeneral.gov/cvs/what-can-we-do-about-child-abuse>
- Prevent Child Abuse.org – Texas Chapter
www.preventchildabusetexas.org
- Texas Council on Family Violence – Abuse Prevention Links
<http://www.tcfv.org/>

Likely Warning Signs of Sexual Abuse or Other Maltreatment

Psychological and behavioral signs of possible sexual abuse or other maltreatment may include:

- Nightmares, sleep problems, extreme fears without an obvious explanation.
- Sudden or unexplained personality changes; becoming withdrawn, angry, moody, clingy, “checking out” or showing significant changes in eating habits.
- Depression or irritability.
- An older child behaving like a young child, for example, bedwetting or thumb sucking.
- Developing fear of certain places or resisting being alone with an adult or young person for unknown reasons.
- Resistance to routine bathing, toileting, or removing clothes, even in appropriate situations.
- Play, writing, drawings, or dreams of sexual or frightening images.
- Refusal to talk about a secret he or she has with an adult or older child.
- Leaving clues that seem likely to provoke a discussion about sexual issues.
- Using new or adult words for body parts.
- Engaging in adult-like sexual activities with toys, objects or other children.
- Developing special relationships with older friends that may include unexplained money, gifts, or privileges.
- Intentionally harming him or herself, for example, drug/alcohol use, cutting, burning, running away, and sexual promiscuity.
- Thinking of self or body as repulsive, dirty, or bad.
- Becoming increasingly secretive about Internet or telephone use.

Physical symptoms of possible sexual abuse or other maltreatment include:

- Stomachaches or illness, often with no identifiable reason.
- Difficulty in walking or sitting.
- Stained or bloody underwear.
- Genital or rectal pain, itching, swelling, redness, or discharge.
- Bruises or other injuries in the genital or rectal area.
- Unexplained soreness, pain or bruises around mouth, sexually transmitted disease, or pregnancy.

Any one sign does not necessarily mean that a child has been sexually abused or maltreated, but the presence of several signs is the time you should begin asking questions and seeking help. Often signs first emerge at other times of stress, such as during a divorce, death of a family member or pet, problems at school or with friends, or other traumatic or anxiety-inducing events.

Actions That a Child Who Is a Victim of Sexual Abuse or Other Maltreatment Should Take

During student awareness sessions concerning sexual abuse and other maltreatment issues, students will be encouraged to tell a trusted adult in a private and confidential conversation if they have been a victim of sexual abuse or other maltreatment or have been in situations that make them feel uncomfortable in any way. School employees are trained to take appropriate actions to help the child obtain assistance and to follow proper reporting procedures. Older students will also be provided with local crisis hotline numbers to obtain assistance.

Available Counseling Options

A list of counseling providers can be found at:

http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/

Freedom from Discrimination, Harassment, and Retaliation

Statement of Nondiscrimination

IDEA Public Schools prohibits discrimination, including harassment, against any student on the basis of race, color, religions, gender, national origin, disability, age, sexual orientation, or any other basis prohibited by law. IDEA Public Schools also prohibits dating violence, as defined by this Handbook. Retaliation against anyone involved in the complaint process is a violation of school policy.

Discrimination

For purposes of this Handbook, discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, age, or any other basis prohibited by law and that adversely affects the student.

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

- Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or

- Otherwise adversely affects the student's educational opportunities.

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes; name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Based Harassment

In compliance with the requirements of Title IX, IDEA Public Schools does not discriminate on the basis of sex in its educational programs or activities. Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

- Affects the student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- Otherwise adversely affects the student's educational opportunities.

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

IDEA Public Schools also does not tolerate sexual harassment of a student by school employees. Romantic or inappropriate social relationships between students and school employees are prohibited. Any sexual relationship between a student and a school employee is always prohibited, even if consensual.

Sexual harassment of a student by a school employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

- A school employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
- The conduct is so severe, persistent, or pervasive that it:
 - Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - Creates an intimidating, threatening, hostile, or abusive educational environment.

Gender-based harassment includes harassment based on a student's gender, expression by the student of stereotypical characteristics associated with the student's gender, or the student's failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes,

name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other partner. Examples of dating violence against a student may include physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student's family members or members of the student's household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engaged in these behaviors.

For purposes of this Handbook, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

- Affects the student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- Otherwise adversely affects the student's educational opportunities.

Retaliation

IDEA Public Schools prohibits retaliation against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation. Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a school investigation regarding discrimination or harassment is subject to appropriate discipline.

Reporting Procedures

Any student who believes that he or she has experienced prohibited harassment or believes that another student has experienced prohibited harassment should immediately report the alleged acts to a teacher, counselor, the Principal or designee, or other school employee. Alternatively, a student may report prohibited harassment directly to the appropriate Coordinator identified in this Handbook.

A student shall not be required to report prohibited harassment to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX Coordinator or ADA/Section 504 Coordinator may be directed to the Board of Directors. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

Investigation of Complaints

After receiving a complaint of prohibited discrimination or harassment, IDEA Public Schools may require the student to prepare a written report. Oral complaints will be reduced to written form. Upon receipt of a complaint, the appropriate Coordinator or other authorized school official shall promptly authorize and

undertake an investigation, and prepare a written decision regarding the complaint, including a determination of whether prohibited discrimination or harassment occurred.

When appropriate, IDEA Public Schools may take interim action to avoid additional opportunities for discrimination or harassment. The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and any others with knowledge of the circumstances surrounding the allegations. If the results of the investigation establish that prohibited discrimination or harassment occurred, IDEA Public Schools shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the discrimination or harassment and prevent its recurrence. IDEA Public Schools may take disciplinary action based on the results of an investigation, even if it concludes that the conduct did not rise to the level of harassment prohibited by law or policy.

Confidentiality

To the greatest extent possible, IDEA Public Schools shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through the IDEA Public Schools' grievance procedure. A student shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Freedom from Hazing, Bullying and Cyber-bullying

IDEA Public Schools prohibits hazing, bullying, and cyber-bullying as defined by this Handbook, as well as retaliation against anyone involved in the complaint process.

Hazing occurs when a student or group of students engages in conduct, on or off school property, directed against a student that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization. The term includes, **but is not limited to**:

- Any type of physical brutality;
- Any type of physical activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
- Any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
- Any activity that intimidates or threatens the student with ostracism; subjects the student to extreme mental stress, shame, or humiliation that adversely affects the mental health or dignity of the student; discourages the student from entering or remaining enrolled in the school; or may reasonably be expected to cause the student to leave the school; or
- Any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Texas Penal Code.

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property at a school-related activity, or in a vehicle operated by the school that:

- Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
- Is sufficiently severe, persistent, and pervasive enough the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

Conduct described above is considered bullying if that conduct:

- Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
- Interferes with a student's education or substantially disrupts the operation of the school.

Bullying can include hazing, threats, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name-calling, rumor spreading, or ostracism. In some cases, bullying can occur through electronic methods called "cyber-bullying."

Reporting Procedures

Any student who believes that he or she has experienced any form of hazing and/or bullying or believes that another student has experienced hazing and/or bullying should immediately report the alleged acts to the Principal or designee, a teacher, counselor, or other school employee. A report may be made orally or in writing. Any school employee who receives notice that a student has or may have experienced hazing and/or bullying shall immediately notify the Principal or designee.

Investigation of Report

The Principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited harassment, and if so proceed under that policy instead. The Principal or designee shall conduct an appropriate investigation based on the allegations in the report, and shall take prompt interim action calculated to prevent hazing and/or bullying during the course of an investigation, if appropriate.

The Principal or designee shall prepare a written report of the investigation, including a determination of whether hazing and/or bullying occurred. If the results of an investigation indicated that hazing and/or bullying occurred, the school shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct in accordance with the Student Code of Conduct. IDEA Public Schools may take action based on the results of an investigation, even if the school concludes that the conduct did not rise to the level of hazing and/or bullying under this policy.

Confidentiality

To the greatest extent possible, IDEA Public Schools shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through the IDEA Public Schools grievance procedure.

Interrogations and Searches

In the interest of promoting student safety and attempting to ensure that IDEA Public Schools is safe and drug free, school officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Administrators, teachers and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves.

Students shall be free from unreasonable searches and seizures by school officials. School officials may search a student's outer clothing, pockets, or property by establishing reasonable cause or securing the student's voluntary consent.

A search is reasonable if (1) the school official has reasonable grounds for suspecting that the search will uncover evidence of a rule violation or a criminal violation and (2) the scope of the search is reasonably related to the circumstances justifying the search, such as the extent of the search, the objectives of the search, the age and sex of the student, and the nature of the infraction.

Desk and Locker Searches

Students should have no expectation of privacy in the contents of their lockers, desks or other school property. Lockers and desks assigned to students remain at all times under the control and jurisdiction of IDEA Public Schools. IDEA Public Schools will make periodic inspections of lockers and desks at any time, with or without notice or student consent. School officials will remove any item that violates school policy or that may potentially be dangerous.

Students have full responsibility for the security of their lockers and desks, and shall be held responsible for any prohibited items found therein. A student's parent shall be notified if any prohibited articles or materials are found in a student's locker or desk, or on the student's person.

Vehicles on Campus

Vehicles parked on school property and property under school control are under the jurisdiction of IDEA Public Schools and may be searched at any time if reasonable suspicion exists to believe that the search will result in evidence that school rules or other laws have been violated. If a vehicle subject to search is locked, the student shall be asked to unlock the vehicle and consent to a search of the vehicle. If the student refuses to permit the vehicle to be searched, IDEA Public Schools may contact the student's parents and/or law enforcement officials. A student may be held responsible for and in possession of prohibited items found in his or her vehicle parked on school property or at a school-related event.

Law Enforcement Agencies

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the Principal will cooperate fully regarding the conditions of the interview if the questioning or interview is part of a child abuse investigation. In other circumstances:

1. The Principal or designee shall verify and record the identity of the official and request an explanation of the need to question or interview the student at school.

2. The Principal or designee ordinarily will make reasonable efforts to notify the student's parent, unless the interviewer raises what the Principal or designee considers to be a valid objection.
3. The Principal or designee ordinarily will be present during the questioning or interview, unless the interviewer raises what the Principal or designee considers to be a valid objection.

When the investigation involves allegations of child abuse, special rules apply.

Students Taken into Custody

State law requires IDEA Public Schools to permit a student to be taken into legal custody:

1. Pursuant to an order of the juvenile court;
2. Pursuant to the laws of arrest;
3. By a law enforcement officer if there is probable cause to believe the student has engaged in conduct that violates a penal law, delinquent conduct or conduct in need of supervision, or conduct that violates a condition of probation imposed by the juvenile court;
4. By a probation officer if there is a probable cause to believe the student has violated a condition of probation imposed by the juvenile court;
5. Pursuant to a properly issued directive to apprehend;
6. By an authorized representative of the Texas Department of Family and Protective Services ("TDFPS"), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in Section 262.104 of the Texas Family Code relating to the student's physical health or safety; or
7. To comply with a properly issued directive to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, the Principal or designee will verify the officer's identity and, to the best of his or her ability, verify the official's authority to take custody of the student.

The Principal or designee will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the Principal or designee considers to be a valid objection to notifying the parents. Because the Principal or designee does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

Staff Notification

IDEA Public Schools is required by state law to notify:

- All instructional and support personnel who have responsibility for supervising a student who has been arrested or referred to the juvenile court for any felony offense or for certain misdemeanors.
- All instructional and support personnel who have regular contact with a student who has been convicted, received deferred adjudication, or was adjudicated for delinquent conduct for any felony offense or certain misdemeanors.
- All appropriate School personnel in regards to a student who is required to register as a sex offender.

Student Performance in Post-Secondary Institutions

CtyName	DistName	teacampus	CampName	group	groupname	total	<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HIDALGO	IDEA PUBLIC SCHOOLS	108807001	IDEA COLLEGE PREP	1	Four-Year Public University	48	9	6	13	13	7	0
HIDALGO	IDEA PUBLIC SCHOOLS	108807001	IDEA COLLEGE PREP	2	Two-Year Public Colleges	12	5	0	0	3	3	1
HIDALGO	IDEA PUBLIC SCHOOLS	108807001	IDEA COLLEGE PREP	3	Independent Colleges & Universities	13						
HIDALGO	IDEA PUBLIC SCHOOLS	108807001	IDEA COLLEGE PREP	4	Not Trackable	1						
HIDALGO	IDEA PUBLIC SCHOOLS	108807001	IDEA COLLEGE PREP	5	Not Found	10						
HIDALGO	IDEA PUBLIC SCHOOLS	108807001	IDEA COLLEGE PREP	7	Total High School Graduates	84						
HIDALGO	IDEA PUBLIC SCHOOLS	108807002	IDEA QUEST COLLEGE PREPARATORY	1	Four-Year Public University	53	18	11	10	7	4	3
HIDALGO	IDEA PUBLIC SCHOOLS	108807002	IDEA QUEST COLLEGE PREPARATORY	2	Two-Year Public Colleges	12	4	1	2	2	2	1
HIDALGO	IDEA PUBLIC SCHOOLS	108807002	IDEA QUEST COLLEGE PREPARATORY	3	Independent Colleges & Universities	7						
HIDALGO	IDEA PUBLIC SCHOOLS	108807002	IDEA QUEST COLLEGE PREPARATORY	4	Not Trackable	1						
HIDALGO	IDEA PUBLIC SCHOOLS	108807002	IDEA QUEST COLLEGE PREPARATORY	5	Not Found	7						
HIDALGO	IDEA PUBLIC SCHOOLS	108807002	IDEA QUEST COLLEGE PREPARATORY	7	Total High School Graduates	80						
HIDALGO	IDEA PUBLIC SCHOOLS	108807003	IDEA FRONTIER COLLEGE PREPARATORY	1	Four-Year Public University	46	16	10	10	2	8	0
HIDALGO	IDEA PUBLIC SCHOOLS	108807003	IDEA FRONTIER COLLEGE PREPARATORY	2	Two-Year Public Colleges	25	11	6	3	2	1	2
HIDALGO	IDEA PUBLIC SCHOOLS	108807003	IDEA FRONTIER COLLEGE PREPARATORY	3	Independent Colleges & Universities	6						
HIDALGO	IDEA PUBLIC SCHOOLS	108807003	IDEA FRONTIER COLLEGE PREPARATORY	4	Not Trackable	1						
HIDALGO	IDEA PUBLIC SCHOOLS	108807003	IDEA FRONTIER COLLEGE PREPARATORY	5	Not Found	5						
HIDALGO	IDEA PUBLIC SCHOOLS	108807003	IDEA FRONTIER COLLEGE PREPARATORY	7	Total High School Graduates	83						
HIDALGO	IDEA PUBLIC SCHOOLS	108807004	IDEA COLLEGE PREPARATORY MISSION	1	Four-Year Public University	39	8	11	7	9	3	1
HIDALGO	IDEA PUBLIC SCHOOLS	108807004	IDEA COLLEGE PREPARATORY MISSION	2	Two-Year Public Colleges	15	8	2	2	3	0	0
HIDALGO	IDEA PUBLIC SCHOOLS	108807004	IDEA COLLEGE PREPARATORY MISSION	3	Independent Colleges & Universities	1						
HIDALGO	IDEA PUBLIC SCHOOLS	108807004	IDEA COLLEGE PREPARATORY MISSION	4	Not Trackable	3						
HIDALGO	IDEA PUBLIC SCHOOLS	108807004	IDEA COLLEGE PREPARATORY MISSION	5	Not Found	2						
HIDALGO	IDEA PUBLIC SCHOOLS	108807004	IDEA COLLEGE PREPARATORY MISSION	7	Total High School Graduates	60						
HIDALGO	IDEA PUBLIC SCHOOLS	108807005	IDEA COLLEGE PREPARATORY SAN BENIT	1	Four-Year Public University	28	10	1	8	5	3	1
HIDALGO	IDEA PUBLIC SCHOOLS	108807005	IDEA COLLEGE PREPARATORY SAN BENIT	2	Two-Year Public Colleges	10	4	1	1	2	2	0
HIDALGO	IDEA PUBLIC SCHOOLS	108807005	IDEA COLLEGE PREPARATORY SAN BENIT	3	Independent Colleges & Universities	1						
HIDALGO	IDEA PUBLIC SCHOOLS	108807005	IDEA COLLEGE PREPARATORY SAN BENIT	4	Not Trackable	1						
HIDALGO	IDEA PUBLIC SCHOOLS	108807005	IDEA COLLEGE PREPARATORY SAN BENIT	5	Not Found	1						
HIDALGO	IDEA PUBLIC SCHOOLS	108807005	IDEA COLLEGE PREPARATORY SAN BENIT	7	Total High School Graduates	41						
HIDALGO	IDEA PUBLIC SCHOOLS	108807006	IDEA COLLEGE PREPARATORY SAN JUAN	1	Four-Year Public University	51	29	8	6	4	4	0
HIDALGO	IDEA PUBLIC SCHOOLS	108807006	IDEA COLLEGE PREPARATORY SAN JUAN	2	Two-Year Public Colleges	23	16	1	1	2	0	3
HIDALGO	IDEA PUBLIC SCHOOLS	108807006	IDEA COLLEGE PREPARATORY SAN JUAN	3	Independent Colleges & Universities	7						
HIDALGO	IDEA PUBLIC SCHOOLS	108807006	IDEA COLLEGE PREPARATORY SAN JUAN	4	Not Trackable	0						
HIDALGO	IDEA PUBLIC SCHOOLS	108807006	IDEA COLLEGE PREPARATORY SAN JUAN	5	Not Found	5						
HIDALGO	IDEA PUBLIC SCHOOLS	108807006	IDEA COLLEGE PREPARATORY SAN JUAN	7	Total High School Graduates	86						
HIDALGO	IDEA PUBLIC SCHOOLS	108807007	IDEA COLLEGE PREPARATORY ALAMO	1	Four-Year Public University	45	20	5	9	9	1	1
HIDALGO	IDEA PUBLIC SCHOOLS	108807007	IDEA COLLEGE PREPARATORY ALAMO	2	Two-Year Public Colleges	24	7	4	1	5	2	5
HIDALGO	IDEA PUBLIC SCHOOLS	108807007	IDEA COLLEGE PREPARATORY ALAMO	3	Independent Colleges & Universities	0						
HIDALGO	IDEA PUBLIC SCHOOLS	108807007	IDEA COLLEGE PREPARATORY ALAMO	4	Not Trackable	4						
HIDALGO	IDEA PUBLIC SCHOOLS	108807007	IDEA COLLEGE PREPARATORY ALAMO	5	Not Found	3						
HIDALGO	IDEA PUBLIC SCHOOLS	108807007	IDEA COLLEGE PREPARATORY ALAMO	7	Total High School Graduates	76						