

IDEA Public Schools

Carver Academy

2023-2024 Campus Improvement Plan



Public Presentation Date: August 23, 2023

Mission Statement

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

Vision

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

Core Values

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

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

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Comprehensive Needs Assessment

Revised/Approved: May 23, 2023

Demographics

Demographics Summary

Carver Academy focuses on recruitment, enrollment and retention of minority children in low socioeconomic households. Boasting 100% college for all with 100% of our scholars going to and through college; we pride ourselves in providing academic growth for all scholars and closing the achievement gap between minority demographics and "White" and "Asian" students across the nation. For the 2021-2022 school year, Carver Academy enrolled 89% economically disadvantaged students, 7% special education, 83% Hispanic, 9% African American, and 6% White. We obtain this data through surveys completed by parents or guardians at the time of enrollment. IDEA Carver serves 9% of its scholars in an emergent early exit bilingual program and has received an "A" rating from the Texas Education Agency for the 2021-2022 School year.

Demographics Strengths

IDEA Carver's demographic strengths include less than 10% of students are identified as needing special education services, at 7%. Carver works diligently to recruit, hire and retain teachers and staff that mirror the needs of the student demographics at Carver Academy. 21% of our teachers are African American and 75% are Hispanic.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The average daily attendance percentage was 93.41% for the 2022 and 2023. **Root Cause:** Absences were not well documented for the 22-23 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate

Problem Statement 2 (Prioritized): Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2022-2023 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause:** Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Student Learning

Student Learning Summary

For the 2022-23 School year, Carver Academy had an overall 82% of students reading on grade level in kindergarten through 2nd grade, according to Direct Instruction assessments. District unit assessments in STAAR tested grade levels and contents; Reading, Math and Science in 3rd, 4th and 5th grades showed, on average, 90% of students have a score that reflects they are approaching grade level content. On district mock STAAR testing the scores were as follows: 3rd Math 80/35/10, 4th Math 68/27/15, 5th Math 85/43/12, 3rd ELA 69/13/4, 4th ELA 70/24/6, 5th ELA 81/40/18 and 5th Science 75/41/16. The goal is to have 90% approaches, 60% meets and 30% masters. Overall STAAR scores and passing standards will not be released until Aug. 2023.

Student Learning Strengths

District unit assessments in STAAR tested grade levels and contents; Reading, Math and Science in 3rd, 4th and 5th grades showed, on average, 90% of students have a score that reflects they are approaching grade level content. Kindergarten Direct Instruction scores report 70% of students on grade level at the end of the school year, 82% in first grade and 87% in second grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): According to data collected from our Direct Instruction reading program, only 83% of scholars, in first grade, are reading on grade level. The goal is 90% of scholars are reading on grade level by the end of 1st grade, at Carver Academy. **Root Cause:** Due to a program change from Kinder to 1st grade, scholars came into 1st grade missing decoding skills for the first grade program. Teachers did not provide intervention at BOY and waited until 2nd semester.

Problem Statement 2 (Prioritized): Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause:** 5th grade math and science needs additional opportunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

School Processes & Programs

School Processes & Programs Summary

Carver Academy has many school processes and curriculum support programs for students to support our mission of college for all. We offer programs such as Accelerated Reader, Math Hotspot, PE, and art. Our scholars are taught curriculum at an accelerated rate and participate in a classroom environment with weekly live coaching, feedback sessions and daily data reviews with their manager.

At Carver, professional development is provided to 100% of teachers and staff through live coaching, PD sessions each week and coaching feedback meetings.

We had 100% of teachers from the end of the 2022-2023 school year either receive a promotion within the district or return to Carver for the 2023-2024 school year.

Carver Academy had less than acceptable attendance for the 2022-2023 school year at 93.4%. We rewards scholars with good attendance with monthly incentives such as parties, free dress days and special activities.

Carver offers art club after school as well as tutoring and safety patrol to include a variety of scholars in extra-curricular activities.

School Processes & Programs Strengths

Curriculum & Instruction:

- IDEA Carver provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills

SEL/ Mental Health and Family Engagement

- IDEA Carver Academy employs a campus counselor to lead SEL for all students at Carver Academy
- Parent surveys reported an overall satisfaction of 90% with the academics and culture at Carver Academy

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Operations has only 77% staff retention for the 22-23 school year. **Root Cause:** Reasons cited for leaving were lack of work/life balance and too many demands for the position.

Problem Statement 2 (Prioritized): Only 51% of Carver lead classroom teachers are state certified with 0% of teachers ESL or bilingual certified. **Root Cause:** Teachers do not see the value in getting certified by the state due to being hired without the certification. Teachers are not recruited or asked to get certification upon hire.

Perceptions

Perceptions Summary

In the 2022-2023 school year parent surveys were sent out to 100% of families to receive feedback on their overall feelings on the school culture and staff. Less than 10% of families completed the survey, however they provided 90% satisfaction with Carver Academy, overall. Staff survey results report that over 90% of staff is satisfied with the work environment and plan to return for the 23-24 school year. Welcome to IDEA events have low attendance and many families wait until the first day of school or later to attend on-boarding with the principal. Welcome to IDEA was only attended by 30% of families. There are limited number of volunteer opportunities at Carver Academy and parent participation at school events has increased this year. Things that are needed for the 23-24 school year are more opportunities for parents volunteers as well as documentation at parent events to receive feedback.

Perceptions Strengths

90% of parents report an overall satisfaction with their students' teachers and the school environment.

Over 90% of staff members report an overall satisfaction with Carver academy and plan to return for the following school year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): On average, only 20% of families attend after school, evening and during school events created for family engagement, compared to 86% of families that attended end of the school year award ceremonies. Only 33% of new families attend our Welcome to IDEA event. **Root Cause:** According to surveys and parent polling, parents report that they are more inclined to come when they are given more than two months notice as well as know and understand the event before choosing to attend.

Problem Statement 2 (Prioritized): During the 2022-2023 school year there were 41 office referrals for aggressive behavior towards other students and staff. **Root Cause:** Restorative practices and parent meetings were not held with fidelity. Social and emotional curriculum was not teaching the explicit rights and wrongs of acceptable behavior at school.

Priority Problem Statements

Problem Statement 1: The average daily attendance percentage was 93.41% for the 2022 and 2023.

Root Cause 1: Absences were not well documented for the 22-23 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate

Problem Statement 1 Areas: Demographics

Problem Statement 2: Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2022-2023 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence.

Root Cause 2: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Problem Statement 2 Areas: Demographics

Problem Statement 3: According to data collected from our Direct Instruction reading program, only 83% of scholars, in first grade, are reading on grade level. The goal is 90% of scholars are reading on grade level by the end of 1st grade, at Carver Academy.

Root Cause 3: Due to a program change from Kinder to 1st grade, scholars came into 1st grade missing decoding skills for the first grade program. Teachers did not provide intervention at BOY and waited until 2nd semester.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13.

Root Cause 4: 5th grade math and science needs additional opportunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Operations has only 77% staff retention for the 22-23 school year.

Root Cause 5: Reasons cited for leaving were lack of work/life balance and too many demands for the position.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Only 51% of Carver lead classroom teachers are state certified with 0% of teachers ESL or bilingual certified.

Root Cause 6: Teachers do not see the value in getting certified by the state due to being hired without the certification. Teachers are not recruited or asked to get certification upon hire.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: During the 2022-2023 school year there were 41 office referrals for aggressive behavior towards other students and staff.

Root Cause 7: Restorative practices and parent meetings were not held with fidelity. Social and emotional curriculum was not teaching the explicit rights and wrongs of acceptable behavior at school.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: On average, only 20% of families attend after school, evening and during school events created for family engagement, compared to 86% of families that attended end of the school year award ceremonies. Only 33% of new families attend our Welcome to IDEA event.

Root Cause 8: According to surveys and parent polling, parents report that they are more inclined to come when they are given more than two months notice as well as know and understand the event before choosing to attend.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: June 16, 2023






Goal 1: IDEA Carver Academy will achieve an A Rating for the 2023-2024 school year

Performance Objective 1: Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 60% to 62% in Spring 2024 (HB3)

High Priority

HB3 Goal

Evaluation Data Sources: Unit Assessments, mock exams, benchmark assessments

Strategy 1 Details		Reviews			
Strategy 1: Carver Academy will provide after school tutoring to students that scored at the "did not meet" and "approaches grade level" standards on the 2023 3rd Grade Reading STAAR test. Strategy's Expected Result/Impact: Increase "did not meet" and "approaches grade level" scores from X% to X% for the 2024 STAAR test. Staff Responsible for Monitoring: Campus Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Teacher extra duty pay - ESSER - ESSER III (4128) - ESSER - \$10,000		Formative			Summative
		Oct	Jan	Mar	June
		N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 1 Problem Statements:






Student Learning

Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause:** 5th grade math and science needs additional opportunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Goal 1: IDEA Carver Academy will achieve an A Rating for the 2023-2024 school year

Performance Objective 2: Carver Academy will increase students performing at or above grade level in math as measured by the Masters Grade Level Standard on STAAR will increase from 51% to 53% in Spring 2024. (HB3)

- High Priority
- HB3 Goal
- Evaluation Data Sources: Unit assessment, STAAR tests, benchmark assessments, mock assessments

Strategy 1 Details		Reviews			
Strategy 1: Carver Academy will provide after school tutoring to students that scored at the "did not meet" and "approaches grade level" standards on the 2023 3rd Grade Math STAAR test. Strategy's Expected Result/Impact: Increase "did not meet" and "approaches grade level" scores from X% to X% for the 2024 3rd grade Math STAAR test. Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 2 Funding Sources: Extra Duty Pay for Teachers - ESSER III (4128) - \$10,000		Formative			Summative
		Oct	Jan	Mar	June
		N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					






Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. Root Cause: 5th grade math and science needs additional opportunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Goal 1: IDEA Carver Academy will achieve an A Rating for the 2023-2024 school year

Performance Objective 3: 75% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

High Priority
Evaluation Data Sources: Mock TELPAS tests, TELPAS assessments

Strategy 1 Details		Reviews			
Strategy 1: Identified EL students will use the program Summitk12, targeting TELPAS testing strategies and practice at least once per week. Strategy's Expected Result/Impact: Increase TELPAS at least two ratings and maintain at least two ratings for each EL identified student at Carver Academy. Staff Responsible for Monitoring: Campus Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1, 2 Funding Sources: Summitk12 - Title III, Part A (4122) - \$3,000		Formative			Summative
		Oct	Jan	Mar	June
		N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					







Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: According to data collected from our Direct Instruction reading program, only 83% of scholars, in first grade, are reading on grade level. The goal is 90% of scholars are reading on grade level by the end of 1st grade, at Carver Academy. Root Cause: Due to a program change from Kinder to 1st grade, scholars came into 1st grade missing decoding skills for the first grade program. Teachers did not provide intervention at BOY and waited until 2nd semester.
Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. Root Cause: 5th grade math and science needs additional opportunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Goal 1: IDEA Carver Academy will achieve an A Rating for the 2023-2024 school year

Performance Objective 4: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

High Priority
Evaluation Data Sources: PowerSchool HB4545 trackers

Strategy 1 Details		Reviews			
Strategy 1: 100% of students that failed to meet the state standard on STAAR in grades 4th and 5th grade will participate in summer school, intervention during the school day and/or after school tutoring. Strategy's Expected Result/Impact: Increase 4th and 5th grade students performing at or above grade level in reading and math as measured by the Meets Grade Level Standard on STAAR will increase from X% to X% in Spring 2024 (HB3) Staff Responsible for Monitoring: Campus Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Teacher Extra Duty Pay - ESSER III (4128) - \$30,000		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. Root Cause: 5th grade math and science needs additional opportunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Goal 1: IDEA Carver Academy will achieve an A Rating for the 2023-2024 school year

Performance Objective 5: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

- High Priority
- HB3 Goal
- Evaluation Data Sources: Unit assessments, daily exit tickets, benchmark assessments, mock STAAR assessments and STAAR assessments

Strategy 1 Details	Reviews			
Strategy 1: 100% of students identified as SPED in 3rd, 4th and 5th grade will participate in summer school, intervention during the school day and/or after school tutoring by a certified SPED teacher. Strategy's Expected Result/Impact: Increase number of SPED students that meet grade level standard on STAAR from X% to X%. Staff Responsible for Monitoring: Campus Principal Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Teacher Extra Duty Pay - ESSER III (4128) - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
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Performance Objective 5 Problem Statements:

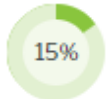





Student Learning
Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. Root Cause: 5th grade math and science needs additional opportunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

Goal 2: IDEA Carver Academy will increase student persistence from 85.1% to 90% for the 2023-2024 school year

Performance Objective 1: Campus receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year (TEC 11.253(d)(8))

High Priority

Evaluation Data Sources: Campus score card on district created measurement system

Strategy 1 Details	Reviews			
Strategy 1: Campus will complete 100% of required safety drills and door sweeps Strategy's Expected Result/Impact: Campus receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year Staff Responsible for Monitoring: Campus Assistant Principal of Operations Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing Problem Statements: Demographics 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2022-2023 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. Root Cause: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.


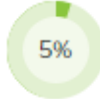

Goal 2: IDEA Carver Academy will increase student persistence from 85.1% to 90% for the 2023-2024 school year

Performance Objective 2: Carver Academy will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up. (TEC 11.253(d)(9))

Required Strategy: timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

High Priority

Evaluation Data Sources: Family sign in sheets placed in title 1 crate

Strategy 1 Details		Reviews			
Strategy 1: IDEA Carver Academy will purchase live translation devices for family engagement events for families to access real time translations from the speaker. Strategy's Expected Result/Impact: Increase parent participation and attendance by 10% from the 22-23 school year. Staff Responsible for Monitoring: Principal and Counselor Title I: 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 Funding Sources: Purchase live translation devices - Title III, Part A (4122) - \$3,000		Formative			Summative
		Oct	Jan	Mar	June
		N/A			
Strategy 2 Details		Reviews			
Strategy 2: Carver academy commits to timely communication (4 weeks prior) to families regarding school wide events to promote family engagement and attendance. Strategy's Expected Result/Impact: Increased family engagement from 20% to 80% Staff Responsible for Monitoring: Campus Principal Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2 - Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June
					



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:**Demographics**

Problem Statement 1: The average daily attendance percentage was 93.41% for the 2022 and 2023. **Root Cause:** Absences were not well documented for the 22-23 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate

Problem Statement 2: Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2022-2023 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. **Root Cause:** Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.









Perceptions

Problem Statement 1: On average, only 20% of families attend after school, evening and during school events created for family engagement, compared to 86% of families that attended end of the school year award ceremonies. Only 33% of new families attend our Welcome to IDEA event. **Root Cause:** According to surveys and parent polling, parents report that they are more inclined to come when they are given more than two months notice as well as know and understand the event before choosing to attend.

Goal 2: IDEA Carver Academy will increase student persistence from 85.1% to 90% for the 2023-2024 school year

Performance Objective 3: Carver Academy will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

High Priority
Evaluation Data Sources: Campus Calendar

Strategy 1 Details		Reviews			
Strategy 1: Campus Counselor will receive training by the district counselor supervisor to complete the anti-bullying and safer, smarter school curriculum Strategy's Expected Result/Impact: 100% of students in attendance on the day of the lessons will receive instruction on anti-bullying and safer, smarter schools content. Staff Responsible for Monitoring: Campus Counselor Title I: 2.5 - TEA Priorities: Improve low-performing schools Problem Statements: Demographics 1, 2 - Perceptions 2		Formative			Summative
		Oct	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					







Performance Objective 3 Problem Statements:

Demographics
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Perceptions
Problem Statement 2: During the 2022-2023 school year there were 41 office referrals for aggressive behavior towards other students and staff. Root Cause: Restorative practices and parent meetings were not held with fidelity. Social and emotional curriculum was not teaching the explicit rights and wrongs of acceptable behavior at school.

Goal 3: IDEA Carver Academy will increase student daily attendance from 93.1% to 97.5% for the 2023-2024 school year

Performance Objective 1: 100% of students from 2nd through 5th Grade meet their MVPA minutes goal of 1200 per school year. (TEC 11.253(d)(10))

High Priority
Evaluation Data Sources: MVPA minutes dashboard

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 2nd through 5th grade students at Carver Academy will particiape in at least 60 minutes of PE 1-2 times per week while wearing MVPA heart rate monitors Strategy's Expected Result/Impact: Carver Academy will have 100% of students in 2nd through 5th grade earn 1200 MVPA minutes for the 2023-2024 school year Staff Responsible for Monitoring: Camus PE coach Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1, 2 - Perceptions 2				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The average daily attendance percentage was 93.41% for the 2022 and 2023. Root Cause: Absences were not well documented for the 22-23 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate Problem Statement 2: Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2022-2023 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. Root Cause: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Perceptions
Problem Statement 2: During the 2022-2023 school year there were 41 office referrals for aggressive behavior towards other students and staff. Root Cause: Restorative practices and parent meetings were not held with fidelity. Social and emotional curriculum was not teaching the explicit rights and wrongs of acceptable behavior at school.

Goal 3: IDEA Carver Academy will increase student daily attendance from 93.1% to 97.5% for the 2023-2024 school year

Performance Objective 2: IDEA Carver Academy will achieve a 97.5% annual attendance rate for the 23-24 school year

High Priority
Evaluation Data Sources: Daily attendance records

Strategy 1 Details	Reviews			
Strategy 1: Carver Academy will reward students every 4 weeks for having no more than 1 absence Strategy's Expected Result/Impact: Increase Carver Academy's ADA from 93.1% to 97.5% for the 23-24 school year Staff Responsible for Monitoring: Campus Assistant Principal of Operations Title I: 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				







Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: The average daily attendance percentage was 93.41% for the 2022 and 2023. Root Cause: Absences were not well documented for the 22-23 school year. From the data we collected from phone calls and absent notes, 41% of absences were due to illness 11% were due to family emergencies and 4% were due to transportation issues. The campus did not hold meetings for scholars until their 10th day of absences and failed to collect data to intervene in time to maintain a 97.5% attendance rate

Goal 4: Carver Academy will increase staff retention from 90% to 95% for the 2023-2024 school year

Performance Objective 1: 100% of full-time staff members at Carver Academy complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.

High Priority
Evaluation Data Sources: Task completion in Cornerstone

Strategy 1 Details	Reviews			
Strategy 1: IDEA Carver Academy managers provide feedback and professional development/coaching for each staff member through each SDC cycle Strategy's Expected Result/Impact: Carver Academy will increase staff retention from 77% to 95% for the 23-24 school year Staff Responsible for Monitoring: Campus Principal Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

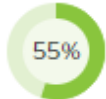





Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Operations has only 77% staff retention for the 22-23 school year. Root Cause: Reasons cited for leaving were lack of work/life balance and too many demands for the position.
Problem Statement 2: Only 51% of Carver lead classroom teachers are state certified with 0% of teachers ESL or bilingual certified. Root Cause: Teachers do not see the value in getting certified by the state due to being hired without the certification. Teachers are not recruited or asked to get certification upon hire.

Goal 4: Carver Academy will increase staff retention from 90% to 95% for the 2023-2024 school year

Performance Objective 2: IDEA Carver Academy will maintain being 100% staffed for all teacher positions throughout the 2023-24 school year.

High Priority
Evaluation Data Sources: Staff listings

Strategy 1 Details	Reviews			
Strategy 1: IDEA Carver Academy will recruit and hire high quality candidates per role by using high quality resume criteria Strategy's Expected Result/Impact: IDEA Carver Academy will maintain being 100% staffed for all teacher positions throughout the 2023-24 school year Staff Responsible for Monitoring: Campus Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2022-2023 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. Root Cause: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.
Student Learning
Problem Statement 1: According to data collected from our Direct Instruction reading program, only 83% of scholars, in first grade, are reading on grade level. The goal is 90% of scholars are reading on grade level by the end of 1st grade, at Carver Academy. Root Cause: Due to a program change from Kinder to 1st grade, scholars came into 1st grade missing decoding skills for the first grade program. Teachers did not provide intervention at BOY and waited until 2nd semester.

Student Learning

Problem Statement 2: Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments. 5th grade science was short of the goal at 82/51/25 and 5th grade math also fell short of the goal at 86/41/13. **Root Cause:** 5th grade math and science needs additional opportunities for holding labs as well as targeting higher level thinking and problem solving during daily instruction. Teachers need coaching on "productive" struggle and teaching to mastery.

School Processes & Programs

Problem Statement 1: Operations has only 77% staff retention for the 22-23 school year. **Root Cause:** Reasons cited for leaving were lack of work/life balance and too many demands for the position.







Problem Statement 2: Only 51% of Carver lead classroom teachers are state certified with 0% of teachers ESL or bilingual certified. **Root Cause:** Teachers do not see the value in getting certified by the state due to being hired without the certification. Teachers are not recruited or asked to get certification upon hire.

Goal 5: IDEA Carver Academy will increase student enrollment from 460 to at least 608 for the 2023-2024 school year

Performance Objective 1: Carver Academy will use hold two community outreach events with the Carver Center to promote the school and communicate the location and success.

High Priority

Evaluation Data Sources: Attendance of the event and registrations completed from the event

Strategy 1 Details		Reviews			
Strategy 1: APO will organize two community engagement events with the carver center (fall festival and STEAM day) and actively recruit during these events. Strategy's Expected Result/Impact: Increase enrollment from 520 to at least 608. Staff Responsible for Monitoring: Assistant Principal of Operations Title I: 2.4, 2.6, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 2 - Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Performance Objective 1 Problem Statements:


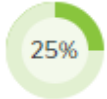




Demographics
Problem Statement 2: Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2022-2023 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. Root Cause: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.
Perceptions
Problem Statement 1: On average, only 20% of families attend after school, evening and during school events created for family engagement, compared to 86% of families that attended end of the school year award ceremonies. Only 33% of new families attend our Welcome to IDEA event. Root Cause: According to surveys and parent polling, parents report that they are more inclined to come when they are given more than two months notice as well as know and understand the event before choosing to attend.

Goal 5: IDEA Carver Academy will increase student enrollment from 460 to at least 608 for the 2023-2024 school year

Performance Objective 2: Carver academy will utilize social media to advertise the school's successes and increase enrollment with at least 2 social media posts per week.

High Priority

Evaluation Data Sources: Social media post activity and registrations completed

Strategy 1 Details	Reviews			
Strategy 1: Campus counselor will post on social media at least two times weekly to include academic acheivements, parent engagement and scholar work. Strategy's Expected Result/Impact: Increased enrollement Staff Responsible for Monitoring: Campus Principal Title I: 2.4, 2.5, 2.6, 4.1 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 2 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2022-2023 school year we had an overall persistence of 85% and new to IDEA scholars we only had 78% persistence. Root Cause: Transportation is our largest concern, with most scholars moving out of driving distance or traffic concerns due to our location downtown. Other leavers are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.
Perceptions
Problem Statement 1: On average, only 20% of families attend after school, evening and during school events created for family engagement, compared to 86% of families that attended end of the school year award ceremonies. Only 33% of new families attend our Welcome to IDEA event. Root Cause: According to surveys and parent polling, parents report that they are more inclined to come when they are given more than two months notice as well as know and understand the event before choosing to attend.

State Compensatory

Budget for Carver Academy

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Personnel for Carver Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allison James	Math Interventionist	1
Desiree Gil	Reading Interventionist	1
Jason English	AR facilitator	1
Johanna Charles	Math Hot Spot Facilitator	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Allison James	Math Interventionist	Title 1	1.0
Jason English	AR facilitator	Title 1	1.0
Johanna Charles	Hot Spot Facilitator	Title 1	1.0
Michelle Alex	Reading Interventionist	Title 1	1.0

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Laura Flack	Principal
Administrator	Martha Hernandez	Assistant Principal of Instruction
Classroom Teacher	Jonathon Silva	Classroom Teacher
Classroom Teacher	Patricia Holguin	Classroom Teacher
Classroom Teacher	Delana Rainey	Classroom Teacher
Classroom Teacher	Antionette King	Classroom Teacher
Classroom Teacher	Estrella Carmona	

Campus Funding Summary

Title I, Part A (4120)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,542.61
+/- Difference					\$2,542.61
Title III, Part A (4122)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Summitk12		\$3,000.00
2	2	1	Purchase live translation devices		\$3,000.00
Sub-Total					\$6,000.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$6,000.00
ESSER II (4127)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
ESSER III (4128)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher extra duty pay - ESSER	ESSER	\$10,000.00
1	2	1	Extra Duty Pay for Teachers		\$10,000.00
1	4	1	Teacher Extra Duty Pay		\$30,000.00
1	5	1	Teacher Extra Duty Pay		\$10,000.00
Sub-Total					\$60,000.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					-\$60,000.00

ESSER III (4128)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Grand Total Budgeted					\$2,542.61
Grand Total Spent					\$66,000.00
+/- Difference					-\$63,457.39

Addendums

Master CNA & SAIP Reporting Checklist

Master CNA & SAIP Reporting Checklist				PTG	0%	PTG	0%
DEPT	Data Sources	Data Tabs	Guidance	Status	Principal Notes or Questions	VP Verification	Notes & Next Steps
ACADEMY	KEYS Tab (Tab 3)	Student Achievement Improvement Plan 2021-2022 School Year	This SAIP plan will require logging concrete initiatives put in place for student improvement, as well as their associated timelines, resoures, and responsible staff. Each initiative will be tracked mid-year and at the end of the year. Mid-year assessments should be completed by each campus between December 1, 2022 and no later than January 31, 2023.	Pending		Action Required	
	Locus Dashboards: CSI, STARR, AP CampusIB Reports EOY Assessments	Comprehensive Needs Assessment 2022 English Language Arts	These pages should include the <u>percentage</u> of students who achieved each listed score for the 2021-2022 School Year. For each subject, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
		Comprehensive Needs Assessment 2022 Math		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Science		Pending		Action Required	
		Comprehensive Needs Assessment 2022 Humanities		Pending		Action Required	
	State TELPAS Report	Comprehensive Needs Assessment 2022 TELPAS	This data set will outline the <u>percentage</u> of students that earned proficiency in the areas of Listening, Speaking, Reading, and Writing, as indicated in the State TELPAS report. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboard: Staff Retention	Staff Quality, Rentention, & Recruitment 2021-2022 School Year	Under the %SPED Data Point, this should reflect the <u>percentage</u> of SPED certified teachers, compared to the overall SPED staff. Under number of teacher applicants, note how many teachers were interviewed by campus leaders for positions during the 2021-2022 School Year. List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Locus Dashboards: Student Persistence, Enrollment, ADA	School Culture & Climate 2021-2022 School Year	For the Withdrawals/Level 3 Offenses data point, list the <u>number</u> of withdrawals or offenses. All other data points should reflect <u>percentages</u> . List a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	
	Campus Academic Counselor Tracking Systems	2022 Family & Community Involvement	In addition to listing data percentages, list a minimum of 3 areas of strength and 3 areas of need in full sentences, rather than phrases, in the space provided.	Pending		Action Required	

2021-22 Student Achievement Improvement Plan

[illegible]

Annual Performance Objectives (APO)

PRIORITY #1: Students Graduate College-Ready

- 1A. % of graduates who matriculate to a College or University: 100%
- 1B. % of graduates matriculate to a Tier I/II College or University: 15% | 25%
- 1C. % of Seniors accepted to a College or University: 100%
- 1D. % of Seniors named AP scholars | Earn IB diploma: 30% | 25%
- 1E. Earned State Rating: A
- 1F. % Basic | % Mastery | % Advanced on LEAP: 82% | 44% | 11%
- 1G. % Approaches | % Meets | % Masters on STAAR/EOC: 90% | 60% | 30%
- 1H. % Level 3 | % Level 4 | % Level 5 on FSA/FSAA: 70% | 40% | 20%
- 1I. % of Pre-K-2nd Students End The Year On/Above Grade Level in Reading - Year 1 Campuses | Year 2 Campuses: 80% | 90%
- 1J. % of students in CSI achieve 2 years growth in Reading | Math (measured by Ren STAR) 50% | 60%
- 1K. Average ACT score: 21
- 1L. % of students graduating college in 4 | 6 years: 25% | 55%

PRIORITY #2: Build a Strong & Sustainable Organization

- 2A. % Teacher Retention | Employee Retention: 85% | 85%
- 2B. 80% composit score on GPTW: 82%
- 2B. %Average Daily Attendance: 97.50%
- 2C. New Student Persistence: 90%
- 2D. Operating Income: \$133M
- 2E. FIRST Rating: A

PRIORITY #3: Achieve Mission at Scale

- 3A. % of students with low socio-economic status: 80%
- 3B. Enrollment in August 2020: 83,894
- 3C. Schools in operation in August 2020: 149
- 3D. Total Funds Raised (millions): \$93M

Needs Assessment

S-STAAR
D-DIBELS
E-EOC
A-ACT
RR-Reading Renaissance
ST-STAR for Math
DR-Discipline Report
AP-AP Tests
O-Other

Special Populations

All
AR-At Risk
ELL-English Language Learners
ED-Economically Disadvantaged
M-Migrant
SE-Special Education

IDEA Carver Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Eureka Math & Electives Academy

	DISTAR Pre-K on Grade Level	Eureka Kinder on Grade Level	Eureka First on Grade Level	Eureka Second on Grade Level	% Math Masters K-2	K-2 MM Goal Met/Not Met
% Students	N/A	100%	100%	90%	60%	Met

Data Source: STAAR Academy

	STAAR Math Grade 3	STAAR Math Grade 4	STAAR Math Grade 5	% Math Masters 3-5	3-5 MM Goal Met/Not Met	
% Approaches	93%	92%	86%	61%	Met	
% Meets	64%	61%	41%			
% Masters	33%	32%	13%			
% Student Achievement Average	63	62	47			

Data Source: CSI Academy

	Math AC CSI	
% CSI (EOY Ren.)	24%	
% of CSI Passing STAAR	84%	
% of SPED Passing STAAR	100%	

Reflections

Areas of Strength	Areas of Need
1) Data-driven approach with daily teacher reflection on exit ticket data, weekly & Benchmark with OCS	1) Teachers to increase level of differentiation to reach our most struggling scholars and special population (ELL and SpEd).
2) Adding additional support in 3rd grade to support learning gaps.	2) Teachers to use all TEKS aligned material
3) Implementing effective tutoring/review sessions (Saturday School, after school tutoring,	3) Students will be held accountable for tracking and reflection on all daily grades and assessments.

IDEA Carver Academy

Comprehensive Needs Assessment ACADEMY						
Data Sources: DI ELA & Electives						
	DI Pre-K on Grade Level	DI Kinder on Grade Level	DI First on Grade Level	DI Second on Grade Level	% Royal Readers	% Word Masters
% Students		93	83	90	65%	10%
					RR Goal Met/Not Met	WM Goal Met/Not Met
					met	met
Data Source: STAAR						
	STAAR Reading Grade 3	STAAR Reading Grade 4	STAAR Writing Grade 3	STAAR Writing Grade 4		
% Approaches	91%	92%	96%	70		
% Meets	71%	74%	78%	38		
% Masters	33%	42%	60%	10		
SAS						
% Student Achievement Average	69	69	57	39		
Data Source: CSI						
% Meeting CSI Goal	Reading AC CSI					
% CSI (EOY Ren.)	22%					
% of CSI Passing STAAR	39%					
% of SPED reaching approaches STAAR	60%					

Reflections	
Areas of Strength	Areas of Need
1) Teachers and leaders used data-driven approach with daily teacher reflection on exit ticket trackers	1) Teachers and leader need to focus in on consistency of reading/ writing strategies as new format to testing is going to be
2) We used team teaching approach with BAW and W& W teacher to support in 3rd grade learning	2) Students will be held accountable for tracking and reflection on all daily grades and assessments.
3) Teachers implemented effective tutoring/review sessions (Saturday School, after school tutoring, and	3) Teachers will increase level of differentiation to reach our most struggling scholars and special population (ELL and SpEd).

Carver Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Science Pk-2

	Science Pre-K on Grade Level	Science Kinder on Grade Level	Science First on Grade Level	Science Second on Grade Level	Science Third on Grade Level	Science Fourth on Grade Level
% Students	N/A	99%	99%	99%	100%	90%

Data Source: Science 3-5

	STAAR Science Grade 5	
% Approaches	82%	
% Meets	51%	
% Masters	25%	
% Student Achievement Average	53	

Reflections

Areas of Strength	Areas of Need
1) Teacher provided daily tutoring - 1 or more times per week per college house.	1) We will work effectively with struggling learners/special populations.
2) Teacher conducted science experiments and projects that reinforced scholar learning.	2) We will increase focus with science, specifically with vocabulary, in all grade levels with new curriculum
3) Teacher aligned lessons and effectively backwards planned.	3) We will provide daily vocabulary building with frayers and incorporate vocabulary in weekly labs.

Carver Academy

Comprehensive Needs Assessment

ACADEMY

Data Sources: Humanities K-5

	Humanities Pre-K on Grade Level	Humanities Kinder on Grade Level	Humanities First on Grade Level	Humanities Second on Grade Level	Humanities Third on Grade Level	Humanities Fourth on Grade Level	Humanities Fifth on Grade Level
% Students	N/A	98	94	99	93	95	100

Reflections

Areas of Strength	Areas of Need
1. Teacher provided daily tutoring/intervention - 1 or more times per week per college house.	1. Amount of Independent practice needs to be increased.
2. Teacher aligned lessons and effectively backwards planned.	2. Students will be held accountable for tracking individual daily grades for exit tickets and assessments.
3. Teachers effectively taught and reinforced academic vocabulary consistently.	3

IDEA Carver Academy

Comprehensive Needs Assessment

ACADEMY

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

	Listening	Speaking	Reading	Writing	% of ELL Students who grew one or more levels
% Beginning	11%	17%	31%	40%	31.40%
% Intermediate	42%	71%	42%	57%	
% Advanced	31%	45%	40%	45%	
% Advanced High	45%	2%	25%	37%	

Reflections

Areas of Strength	Areas of Need
1. Only 11% of scholars at Beginning listening.	1. 2% AH scores on Speaking domain
2. 45% of scholars at Advanced high on listening domain.	2. 25% of scholars scoring AH on Reading domain
	3. 71% of scholars meeting Intermediate on Speaking domain

IDEA Carver Academy

Comprehensive Needs Assessment	
ACADEMY	
Staff Quality, Recruitment, Retention	
	Percentage
% School Lead Team Retention	100
% Instructional Support Retention	93.62%
% Teacher Retention	92.86%
% Campus Support Retention	64.52%
% SPED Certified Teachers	100%
% State/National Certified Teachers	51%
% State Certified Leaders	20%
% State/Board certified Counselors	0%
Number of teacher applicants per 2020-21 school year	91

Reflection	
Areas of Strength	Areas of Need
92.86% Teacher Retention	0% Board Certified Counselor - in progress
Both campus special education teachers are certified	20% State certified leaders - completed state of texas governance hours
100% school lead team retention	Campus operational staff retention is at the lowest at 64.52%

Flack

IDEA Carver Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	94.02%
% Overall Persistence	94%
% New Student Persistence	88.98%
# of Admin Withdrawals/ Level 3 Offenses	1
% SPED	7.15
% ELL	9%
% Eco Dis	85.06
% Migrant	0
% Race: American-Indian- Alaska-Native	0.48
% Asian	0.32
% White-Hispanic	83.31
% Multi	0.16
% Black-African-American	9.06
% Native-Hawaiian-Pacific- Islander	0.64
% White	6.04
% Male	48.49
% Female	51.51

Data Source: School Culture and Climate	
Reflections	
Areas of Strength	Areas of Need
1. Parent Communication	1. Teacher ownership of scholar behaviors.
2. Building Relationships with scholars and families	2. Direct instruction on social skills
3. High Great Places to Work Survey results.	3. Ensuring 100% of families have been onboarded

Claudine and Spain

or to the FDOS.

IDEA Carver Academy

Comprehensive Needs Assessment ACADEMY	
Data Source: Family and Community Involvement	
	Percentage
% Families Attended WTI	33%
% Families Attended Curriculum Night	33%
% Families Who Attended EOY Ceremonies	86%
% Families who attended Fall Loteria	20%
% Families who attended College Float Parade	42%
% Families who attended Cougar Gala	70%

Reflection	
Areas of Strength	Areas of Need
1. Parent communication of family engagement events.	1. Increase parent involvement with school family engagement events.
2. Monthly attendance incentives for scholars.	2. Onboarding 100% of families
3. Having quarterly family engagement events.	3. Bringing back our parent evnets group.