IDEA Public Schools

Achieve Academy

Accountability Rating: D

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:22 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Goals 15

Goal 1 : Increase overall student achievement in STAAR tested grades by end of school y... 16

Goal 2 : Campus brings the joy through positive student engagement and parent involve... 23

Goal 3 : Implement a consistent weekly operating mechanism to coach and develop 100... 26

Goal 4 : Ensure full implementation of MTSS across all classrooms, with 100% of teacher... 28

Goal 5 : Improve overall data of AEES and increase teacher retention by end of school ye... 31

Title I Summary 36

Title I Personnel 37

Comprehensive Needs Assessment

Demographics

Summary

We are proud to introduce ourselves as an open enrollment charter elementary school that caters to a vibrant community of students, ranging from 450 to 500 in enrollment. Since our establishment in 2019, we have embarked on a remarkable journey of educational transformation. The partnership and community we have established here in Haltom City have been instrumental in our success. We deeply appreciate the collaborative efforts that have brought us this far and eagerly anticipate even greater academic gains in the forthcoming school year and beyond. In summary, our open-enrollment charter elementary school is driven by a passion for fostering academic growth, nurturing social and emotional development, and embracing diversity. Through our comprehensive approach to education, strong community partnerships, and commitment to holistic student support, we are confident in our ability to continue uplifting our students and making a lasting impact on the educational landscape of Haltom City.

Strengths

At our school, we firmly believe that academic excellence is just one aspect of a holistic education. We strive to eliminate potential barriers and distractions that hinder our students' learning experience. To accomplish this, we provide our students with the added benefit of free breakfast, lunch, and supper, ensuring that their basic nutritional needs are met. Additionally, we offer a comprehensive before and after school care program that parents can sign up for. It is available from 6:30 AM to 6:30 PM, allowing parents and guardians to focus on their work with peace of mind. Moreover, our commitment to nurturing the social and emotional well-being of our students is evident through our incorporation of social emotional lessons across all grades. Our innovative approach extends to the establishment of a learning farm, providing our students with hands-on experiences and cultivating a deeper understanding of nature. One of the unique aspects of our educational model is the implementation of the "House System." Within this system, each student, teacher, and staff member is assigned to a House. On a weekly basis, we gather as a House to explore positive character traits and engage in community-building activities, fostering a sense of belonging and unity. Furthermore, we organize monthly pep rallies, where all the "Houses" come together, celebrating achievements and reinforcing the bonds between our students and staff. IDEA Achieve is the only IDEA school in Haltom City, we take our role as a community partner seriously and are committed to delivering substantial value to the area. We firmly believe that education extends beyond state exams, and we have received recognition for our efforts in cultivating a healthy campus environment. Moreover, we offer a wide range of additional learning opportunities, such as weekly social emotional learning classes, art class, inclusive recess periods, and a learning farm with culinary classes. Our commitment to diversity is reflected in our student body, with 63% of our students identifying as Hispanic, 23% as Black/African American, 10% as White, and 2% as Asian. It is worth noting that 82% of our students come from economically disadvantaged backgrounds

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The campus serves a student population that is primarily Hispanic and Black, with a high percentage of students identified as economically disadvantaged. Current data shows persistent achievement gaps between student groups and lower overall performance compared to state averages.	Instruction not been consistently differentiated to meet the diverse academic and cultural needs of students from historically underserved populations. Limited access to targeted academic interventions and enrichment opportunities outside of the core curriculum. Inconsistent family and community engagement practices that build strong school-home partnerships

★ = Priority

Student Learning

Summary

At end of 24-25 SY, Achieve College Prep was received a D Rating. The significant area of improvement post STAAR results shows a need of urgency in academic improvement.

Strengths

There is a high interest in students and staff invested in closing the academic gaps.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Student achievement data indicates that a significant number of students are performing below grade-level expectations in reading, math, and other core content areas. While some students are making progress, overall growth is inconsistent across grade levels and student groups. These learning gaps have contributed to lower performance on state assessments and limited readiness for the next grade.	Tier 1 instruction is not consistently aligned to grade-level standards in rigor, pacing, and instructional delivery. Inconsistent use of formative assessment data to monitor learning and adjust instruction in real time. Gaps in intervention systems, resulting in students not always receiving timely, targeted support. Limited student ownership of learning due to inconsistent implementation

★ = Priority

School Processes & Programs

Summary

Our campus has a total of 3 Instructional Leaders, broken up into 3 groups: ELAR, Humanities, Math, CSI, SPED, and Science and Electives (PE, Art). Each instructional leader manages two groups of content. The leadership team develops skills through weekly Instructional Coaching Meetings, Lesson Feedback Meetings, and Weekly Check-Ins. Additionally, each week or bi-weekly, leaders are to follow the entire coaching cycle with their entire caseload. Professional development is held every Tuesday afternoon. The leadership team will determine our PD's from our weekly instructional coaching meetings, where we spar on trends we see, as well as the use of instructional rounds to norm on what we need to do as a team to move our campus forward. We use observations, lesson rehearsals, student work anaylsis meetings, and data tracking to support powerful teaching.

Strengths

Curriculum & Instruction: IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library. IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures. IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills , as well as the STAAR exams. IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	While the campus has established several effective school processes and programs that support student learning and well-being, these strengths are not consistently leveraged or scaled across all grade levels. Current structures (such as PLCs, intervention systems, and enrichment opportunities) show strong impact in some areas but have not yet translated into campus-wide consistency.	Strong processes and programs exist but lack systematic monitoring to ensure fidelity and alignment across all grade levels and departments. Communication and collaboration structures are in place but are not always maximized to share best practices campus-wide. Successful initiatives are not consistently documented or replicated, leading to variability in implementation and results.

★ = Priority

Perceptions

Summary

All family engagement events are planned out during the summer. Our team plans tries to hold a minimum of two events per month. Our operations team hosts several Welcome to IDEA events to ensure new families are onboarded properly. Communication for these events goes out to families via STREAM, Remind, Parent Weekly, and flyers during carline in a timely manner. Two surveys are conducted throughout the year to allow families and scholars to provide feedback regarding our school's performance. Parent participation still remains below 50%

Strengths

Student persistence has increased as a campus. School counselor has been proactive about communicating with families and holding meetings with families to mitigate any issues.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Stakeholder feedback from students, parents, and staff indicates varying perceptions of the school's culture, communication, and overall climate. While many stakeholders feel supported, others report concerns about inconsistent communication, limited opportunities for involvement, and a lack of strong school-community connections. These mixed perceptions may impact family engagement, staff morale	Communication systems are not consistently clear, timely, or accessible in formats and languages that meet the needs of all families. Limited structures are in place to actively seek and respond to stakeholder input on school initiatives and decisions. Inconsistent implementation of schoolwide culture-building practices affects how students and families experience the campus environment.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The campus serves a student population that is primarily Hispanic and Black, with a high percentage of students identified as economically disadvantaged. Current data shows persistent achievement gaps between student groups and lower overall performance compared to state averages.	Instruction not been consistently differentiated to meet the diverse academic and cultural needs of students from historically underserved populations. Limited access to targeted academic interventions and enrichment opportunities outside of the core curriculum. Inconsistent family and community engagement practices that build strong school-home partnerships
2 ★	Student achievement data indicates that a significant number of students are performing below grade-level expectations in reading, math, and other core content areas. While some students are making progress, overall growth is inconsistent across grade levels and student groups. These learning gaps have contributed to lower performance on state assessments and limited readiness for the next grade.	Tier 1 instruction is not consistently aligned to grade-level standards in rigor, pacing, and instructional delivery. Inconsistent use of formative assessment data to monitor learning and adjust instruction in real time. Gaps in intervention systems, resulting in students not always receiving timely, targeted support. Limited student ownership of learning due to inconsistent implementation
3 ★	While the campus has established several effective school processes and programs that support student learning and well-being, these strengths are not consistently leveraged or scaled across all grade levels. Current structures (such as PLCs, intervention systems, and enrichment opportunities) show strong impact in some areas but have not yet translated into campus-wide consistency.	Strong processes and programs exist but lack systematic monitoring to ensure fidelity and alignment across all grade levels and departments. Communication and collaboration structures are in place but are not always maximized to share best practices campus-wide. Successful initiatives are not consistently documented or replicated, leading to variability in implementation and results.
4 ★	Stakeholder feedback from students, parents, and staff indicates varying perceptions of the school's culture, communication, and overall climate. While many stakeholders feel supported, others report concerns about inconsistent communication, limited opportunities for involvement, and a lack of strong school-community connections. These mixed perceptions may impact family engagement, staff morale	Communication systems are not consistently clear, timely, or accessible in formats and languages that meet the needs of all families. Limited structures are in place to actively seek and respond to stakeholder input on school initiatives and decisions. Inconsistent implementation of schoolwide culture-building practices affects how students and families experience the campus environment.

★ = Priority

Goals

Goal 1 Increase overall student achievement in STAAR tested grades by end of school year.

Performance Objective 1 ☑ High Priority

80% of teachers will achieve proficiency in lesson planning, lesson internalization and execution of delivery by end of school
year.

Evaluation Data Source: Teachboost ratings

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

100% of teachers rated in GET 1A, 3, and 4 by end of Quarter 2. 80% of teachers are proficient or higher by end of quarter 3.

Strategy's Expected Result/Impact: Teachers will see increase in the exit ticket and assessment data.

Staff Responsible for Monitoring: APIs and Principal

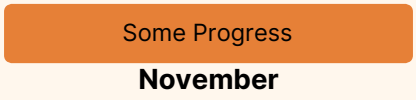
Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews



Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Ensure 100% of APIs and teacher managers reach proficiency or higher in giving high-quality feedback in alignment with SLL 3B by end of quarter 1.

Strategy's Expected Result/Impact: Increased teacher performance in GETs 1, 3, and 4

Staff Responsible for Monitoring: Principal, VP of schools

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

Some Progress

November **March** **July**

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Principal will create operating mechanism to do weekly lesson plan norming feedback sessions.

Strategy's Expected Result/Impact: Giving APIs feedback on the quality of their feedback will increase teacher performance.

Staff Responsible for Monitoring: Principal, VP of schools, DLD, instructional coaches

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement data indicates that a significant number of students are performing below grade-level expectations in reading, math, and other core content areas. While some students are making progress, overall growth is inconsistent across grade levels and student groups. These learning gaps have contributed to lower performance on state assessments and limited readiness for the next grade.	Tier 1 instruction is not consistently aligned to grade-level standards in rigor, pacing, and instructional delivery. Inconsistent use of formative assessment data to monitor learning and adjust instruction in real time. Gaps in intervention systems, resulting in students not always receiving timely, targeted support. Limited student ownership of learning due to inconsistent implementation

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While the campus has established several effective school processes and programs that support student learning and well-being, these strengths are not consistently leveraged or scaled across all grade levels. Current structures (such as PLCs, intervention systems, and enrichment opportunities) show strong impact in some areas but have not yet translated into campus-wide consistency.	Strong processes and programs exist but lack systematic monitoring to ensure fidelity and alignment across all grade levels and departments. Communication and collaboration structures are in place but are not always maximized to share best practices campus-wide. Successful initiatives are not consistently documented or replicated, leading to variability in implementation and results.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder feedback from students, parents, and staff indicates varying perceptions of the school's culture, communication, and overall climate. While many stakeholders feel supported, others report concerns about inconsistent communication, limited opportunities for involvement, and a lack of strong school-community connections. These mixed perceptions may impact family engagement, staff morale	Communication systems are not consistently clear, timely, or accessible in formats and languages that meet the needs of all families. Limited structures are in place to actively seek and respond to stakeholder input on school initiatives and decisions. Inconsistent implementation of schoolwide culture-building practices affects how students and families experience the campus environment.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Implement targeted small group Tier 1 & 2 instruction to increase overall student achievement by 2026 STAAR exam.

Evaluation Data Source: Exit tickets, unit exams, large scale assessments

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Leaders will ensure 100% of 3rd-5th grade EB students are pulled for daily to increase the number of Advanced and Advanced High students as measure by TELPAS at the end of the year.

Strategy's Expected Result/Impact: Increased language proficiency will increase overall student performance.

Staff Responsible for Monitoring: Principal and API's, Teachers

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

November	March	July
Some Progress		

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Teachers will increase meets performance by 10% and masters by 5% by STAAR exam by conducting targeted interventions for meets and master students daily during academic block.

Strategy's Expected Result/Impact: Overall increased student performance with small groups. Small group instruction will be tier daily through the use of exit tickets and checking for understanding.

Staff Responsible for Monitoring: All content teachers; Principal, API's

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The campus serves a student population that is primarily Hispanic and Black, with a high percentage of students identified as economically disadvantaged. Current data shows persistent achievement gaps between student groups and lower overall performance compared to state averages.	Instruction not been consistently differentiated to meet the diverse academic and cultural needs of students from historically underserved populations. Limited access to targeted academic interventions and enrichment opportunities outside of the core curriculum. Inconsistent family and community engagement practices that build strong school-home partnerships

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement data indicates that a significant number of students are performing below grade-level expectations in reading, math, and other core content areas. While some students are making progress, overall growth is inconsistent across grade levels and student groups. These learning gaps have contributed to lower performance on state assessments and limited readiness for the next grade.	Tier 1 instruction is not consistently aligned to grade-level standards in rigor, pacing, and instructional delivery. Inconsistent use of formative assessment data to monitor learning and adjust instruction in real time. Gaps in intervention systems, resulting in students not always receiving timely, targeted support. Limited student ownership of learning due to inconsistent implementation

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

80% of special education students will demonstrate mastery of their IEP academic goals.

Evaluation Data Source: Exit ticket data, district assessments, student grades

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Conduct monthly IEP review meetings between special education staff and instructional coaches

or administrators to ensure 100% of SPED students accommodations are implemented and evaluated.

Strategy's Expected Result/Impact: 100% of IEP's are followed and monitored daily with coaching, support, and feedback provided to help increase student achievement.

Staff Responsible for Monitoring: Teachers, Inclusion teachers, Principal, API's

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

	November	March	July
Some Progress			

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

100% of co-teaching teams will participate in at least four professional development sessions focused on inclusive practices and scaffolding strategies, with 80% of teachers demonstrating implementation through lesson plans, classroom walkthroughs, or peer collaboration logs.

Strategy's Expected Result/Impact: Overall increased student achievement for all learners.

Staff Responsible for Monitoring: Principal, APIs, Teachers, Regional SPED Team

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The campus serves a student population that is primarily Hispanic and Black, with a high percentage of students identified as economically disadvantaged. Current data shows persistent achievement gaps between student groups and lower overall performance compared to state averages.	Instruction not been consistently differentiated to meet the diverse academic and cultural needs of students from historically underserved populations. Limited access to targeted academic interventions and enrichment opportunities outside of the core curriculum. Inconsistent family and community engagement practices that build strong school-home partnerships

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While the campus has established several effective school processes and programs that support student learning and well-being, these strengths are not consistently leveraged or scaled across all grade levels. Current structures (such as PLCs, intervention systems, and enrichment opportunities) show strong impact in some areas but have not yet translated into campus-wide consistency.	Strong processes and programs exist but lack systematic monitoring to ensure fidelity and alignment across all grade levels and departments. Communication and collaboration structures are in place but are not always maximized to share best practices campus-wide. Successful initiatives are not consistently documented or replicated, leading to variability in implementation and results.

Goal 2 Campus brings the joy through positive student engagement and parent involvement.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

100% of teachers drive SEL in classrooms.

Evaluation Data Source: student surveys

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

100% of teachers will implement safer, smarter, schools by 2nd month of school and measure student performance through PBIS system.

Strategy's Expected Result/Impact: Increase in positive school culture that supports student attendance and retention.

Staff Responsible for Monitoring: Principal, API's, Teachers, Counselors, faculty and staff.

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By May 2026, parent participation in school events (e.g., conferences, workshops, family nights) will increase by 25% compared to the 2024-2025 school year, as measured by event sign-in sheets and parent surveys.

Evaluation Data Source: Parents will feel more involved and wanted at the campus.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Results Driven Accountability

PTA will engage and collaborate with at least 80% of school events to support with increased parent engagement by end of school year.

Strategy's Expected Result/Impact: Overall increased family engagement on the campus

Staff Responsible for Monitoring: Principal, API's, APO, Counselors, Teachers and PTA liaison

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Targeted Support Strategy **Additional Targeted Support Strategy**

Results Driven Accountability

Increase the forms of communication to parents and families so that parent involvement is sustain throughout the year.

Strategy's Expected Result/Impact: Parents, families, community, and all stakeholders have access to weekly SMORES, Social Media post for announcement, call outs,

Staff Responsible for Monitoring: Principal, API's, APO, Counselors, Teachers and PTA liaison

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder feedback from students, parents, and staff indicates varying perceptions of the school's culture, communication, and overall climate. While many stakeholders feel supported, others report concerns about inconsistent communication, limited opportunities for involvement, and a lack of strong school-community connections. These mixed perceptions may impact family engagement, staff morale	Communication systems are not consistently clear, timely, or accessible in formats and languages that meet the needs of all families. Limited structures are in place to actively seek and respond to stakeholder input on school initiatives and decisions. Inconsistent implementation of schoolwide culture-building practices affects how students and families experience the campus environment.

Goal 3

Implement a consistent weekly operating mechanism to coach and develop 100% of APIs to proficiency in SLL/LC 2A-2C and 3B by end of Q3.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Use SLLs 2A-2C proficiency rubric and quick check evaluation to create a coaching development plan for each API to reach proficiency

Evaluation Data Source: SLLs and Quick Checks

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**
☑ **Results Driven Accountability**

Ensure weekly calendars aligned to support consistent weekly operating mechanism to coach and develop 100% of APIs to proficiency in SLL/LC 2A-2C and 3B by end of Q3.

Strategy's Expected Result/Impact: Increase growth and proficiency with API's in SLL/LC 2A-2C and 3B by end of Q3.

Staff Responsible for Monitoring: Principal, VP, API's

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement data indicates that a significant number of students are performing below grade-level expectations in reading, math, and other core content areas. While some students are making progress, overall growth is inconsistent across grade levels and student groups. These learning gaps have contributed to lower performance on state assessments and limited readiness for the next grade.	Tier 1 instruction is not consistently aligned to grade-level standards in rigor, pacing, and instructional delivery. Inconsistent use of formative assessment data to monitor learning and adjust instruction in real time. Gaps in intervention systems, resulting in students not always receiving timely, targeted support. Limited student ownership of learning due to inconsistent implementation

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While the campus has established several effective school processes and programs that support student learning and well-being, these strengths are not consistently leveraged or scaled across all grade levels. Current structures (such as PLCs, intervention systems, and enrichment opportunities) show strong impact in some areas but have not yet translated into campus-wide consistency.	Strong processes and programs exist but lack systematic monitoring to ensure fidelity and alignment across all grade levels and departments. Communication and collaboration structures are in place but are not always maximized to share best practices campus-wide. Successful initiatives are not consistently documented or replicated, leading to variability in implementation and results.

Goal 4

Ensure full implementation of MTSS across all classrooms, with 100% of teachers consistently documenting interventions and progress monitoring data by the end of the school year.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Implement a monitoring system to support consistency of MTSS across all classrooms.

Evaluation Data Source: District assessments, walkthrough data collection, STAAR , IA

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

☑ **Results Driven Accountability**

Principal and API's, will develop a monitoring tracking system to support implementation of MTSS.

Strategy's Expected Result/Impact: 100% of all Teachers all classrooms will reflect evidence and implementation of MTSS.

Staff Responsible for Monitoring: Principal, API's, Teachers, Counselors.

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
The campus serves a student population that is primarily Hispanic and Black, with a high percentage of students identified as economically disadvantaged. Current	Instruction not been consistently differentiated to meet the diverse academic and cultural needs of students from historically underserved populations.

1	data shows persistent achievement gaps between student groups and lower overall performance compared to state averages.	Limited access to targeted academic interventions and enrichment opportunities outside of the core curriculum. Inconsistent family and community engagement practices that build strong school-home partnerships

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement data indicates that a significant number of students are performing below grade-level expectations in reading, math, and other core content areas. While some students are making progress, overall growth is inconsistent across grade levels and student groups. These learning gaps have contributed to lower performance on state assessments and limited readiness for the next grade.	Tier 1 instruction is not consistently aligned to grade-level standards in rigor, pacing, and instructional delivery. Inconsistent use of formative assessment data to monitor learning and adjust instruction in real time. Gaps in intervention systems, resulting in students not always receiving timely, targeted support. Limited student ownership of learning due to inconsistent implementation

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While the campus has established several effective school processes and programs that support student learning and well-being, these strengths are not consistently leveraged or scaled across all grade levels. Current structures (such as PLCs, intervention systems, and enrichment opportunities) show strong impact in some areas but have not yet translated into campus-wide consistency.	Strong processes and programs exist but lack systematic monitoring to ensure fidelity and alignment across all grade levels and departments. Communication and collaboration structures are in place but are not always maximized to share best practices campus-wide. Successful initiatives are not consistently documented or replicated, leading to variability in implementation and results.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder feedback from students, parents, and staff indicates varying perceptions of the school's culture, communication, and overall climate. While many stakeholders feel supported, others report concerns about inconsistent communication, limited opportunities for involvement, and a lack of strong school-community connections. These mixed perceptions may impact family engagement, staff morale	Communication systems are not consistently clear, timely, or accessible in formats and languages that meet the needs of all families. Limited structures are in place to actively seek and respond to stakeholder input on school initiatives and decisions. Inconsistent implementation of schoolwide culture-building practices affects how students and families experience the campus environment.

Goal 5 Improve overall data of AEES and increase teacher retention by end of school year.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Improve overall data of AEES and increase teacher retention by end of school year.

Evaluation Data Source: Quarterly surveys (2 weeks prior to end of each quarter)

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Admin team will ensure 100% of GTLs are provided consistent coverage to attend at least 7/9 tactical for school year.

Strategy's Expected Result/Impact: 100% of teachers will feel they are involved in decisions that impact their role.

Staff Responsible for Monitoring: Principal, API's, APO, Admin Assistant

Problem Statements: School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

	November	March	July
Some Progress			

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

100% of GTLs and respective teams will be responsible for hosting a campus outing 1x per school year.

Strategy's Expected Result/Impact: Teachers have more buy-in and opportunity to engage and build trust outside the workplace and more ownership in cultivating a positive work environment.

Staff Responsible for Monitoring: Grade Level Teams

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

Some Progress

November **March** **July**

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

100% of grade levels will take ownership in leading "Learning To Lead" lessons once per month to increase leadership and growth opportunities.

Strategy's Expected Result/Impact: Recruit, support, retain teachers and principals, Improve low-performing schools

Staff Responsible for Monitoring: Principal, API'S, Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Student achievement data indicates that a significant number of students are performing below grade-level expectations in reading, math, and other core content areas. While some students are making progress, overall growth is inconsistent across grade levels and student groups. These learning gaps have contributed to lower performance on state assessments and limited readiness for the next grade.	Tier 1 instruction is not consistently aligned to grade-level standards in rigor, pacing, and instructional delivery. Inconsistent use of formative assessment data to monitor learning and adjust instruction in real time. Gaps in intervention systems, resulting in students not always receiving timely, targeted support. Limited student ownership of learning due to inconsistent implementation

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While the campus has established several effective school processes and programs that support student learning and well-being, these strengths are not consistently leveraged or scaled across all grade levels. Current structures (such as PLCs, intervention systems, and enrichment opportunities) show strong impact in some areas but have not yet translated into campus-wide consistency.	Strong processes and programs exist but lack systematic monitoring to ensure fidelity and alignment across all grade levels and departments. Communication and collaboration structures are in place but are not always maximized to share best practices campus-wide. Successful initiatives are not consistently documented or replicated, leading to variability in implementation and results.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Stakeholder feedback from students, parents, and staff indicates varying perceptions of the school's culture, communication, and overall climate. While many stakeholders feel supported, others report concerns about inconsistent communication, limited opportunities for involvement, and a lack of strong school-community connections. These mixed perceptions may impact family engagement, staff morale	Communication systems are not consistently clear, timely, or accessible in formats and languages that meet the needs of all families. Limited structures are in place to actively seek and respond to stakeholder input on school initiatives and decisions. Inconsistent implementation of schoolwide culture-building practices affects how students and families experience the campus environment.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

80% of teachers will view Achieve Academy as a mental and healthy place to work that encourages work-life balance.

Evaluation Data Source: APIs delivery quarterly surveys to direct reports
Think Tanks lead monthly during all staff PD

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

100% of GTLs will have ownership of behavior system with support from/feedback from APIs.

Strategy's Expected Result/Impact: Establish a biweekly cycle in which each GTL (Grade Team Lead) conducts a behavior-focused walkthrough with their assigned API (Assistant Principal of Instruction), followed by a structured feedback and planning session. The goal is to foster shared ownership, build leadership capacity, and align grade-level behavior systems with schoolwide expectations.
100% of GTLs participate in at least 2 behavior walkthroughs/month with APIs.
GTLs submit a post-walkthrough reflection and action plan within 24 hours.
School sees a decrease in Tier 2/3 referrals in grades with consistent walkthrough coaching.
Staff surveys show increased confidence in GTLs' role in behavior management.

Staff Responsible for Monitoring: Principal, API'S, Teachers,Counselors

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	While the campus has established several effective school processes and programs that support student learning and well-being, these strengths are not consistently leveraged or scaled across all grade levels. Current structures (such as PLCs, intervention systems, and enrichment opportunities) show strong impact in some areas but have not yet translated into campus-wide consistency.	Strong processes and programs exist but lack systematic monitoring to ensure fidelity and alignment across all grade levels and departments. Communication and collaboration structures are in place but are not always maximized to share best practices campus-wide. Successful initiatives are not consistently documented or replicated, leading to variability in implementation and results.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
BRITNIE ENID MAYMI QUINONES	COTEACHER	School-wide Program	1
CHIMERE SCOTT	SR. COTEACHER	School-wide Program	1
CHRISTY DANELLE WAFER	TEACHER - INTERVENTIONIST	School-wide Program	1
COURTNEY RESHE TURNER	TEACHER - INTERVENTIONIST	School-wide Program	1
JENNIFER AYLIN ESTALA	COTEACHER	School-wide Program	1
TIJUANA LASHAWNDA WEST	COTEACHER	School-wide Program	1

IDEA Public Schools

Achieve College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:22 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 11

Perceptions 14

Priority Problem Statements 16

Goals 19

Goal 1 : All IDEA students matriculate to college 20

Goal 2 : IDEA achieves an A Rating 23

Goal 3 : Increase student persistence 28

Goal 4 : Increase student daily attendance 32

Goal 5 : Increase staff retention 35

Goal 6 : Increase student enrollment, and retention. 38

Funding Summary 40

SCE Accelerated Instruction (PIC 24) 41

IDEA-B (4130) 41

State SPED (PIC 23) 41

State BESL (PIC 25) 41

Title I Parent Reservation (4120-PAR) 42

Comprehensive Needs Assessment

Demographics

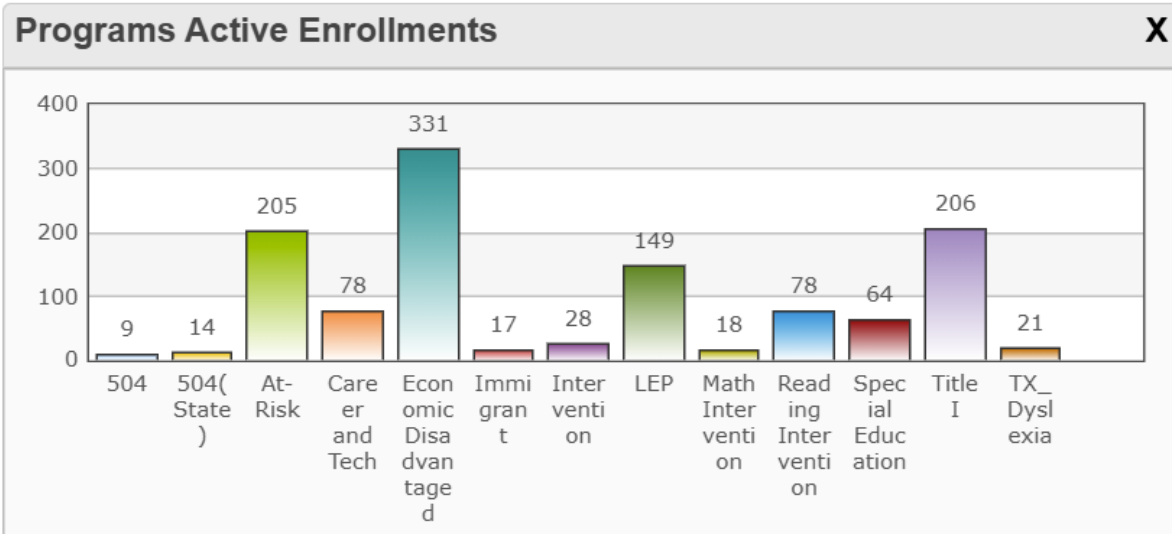
Summary

IDEA Achieve College Prep is a charter school in the heart of Haltom City, TX with Grades 6-11. We stand at 431 students. We are 1 of 5 campuses of IDEA Tarrant County and one of the only 2 school outside of the Fort Worth district, but very close in proximity. We are a school that offers many special programs for all students. We offer a variety of athletics, Special Education, and advanced curriculum to include, but not limited to, Pre-AP and AP courses.

Strengths

Middle School

Grade Level	Total in Grade	(1) American Indian or Alaskan Native	(2) Asian	(3) Black or African American	(4) Native Hawaiian / Other Pac Islander	(5) White	Hispanic/Latino	Two or More Race Categories	Unspecified
6	2 M 1 /F 1	0 M 0 /F 0	0 M 0 /F 0	1 M 0 /F 1	0 M 0 /F 0	0 M 0 /F 0	1 M 1 /F 0	0 M 0 /F 0	0 M 0 /F 0
7	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0
8	4 M 1 /F 3	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	4 M 1 /F 3	0 M 0 /F 0	0 M 0 /F 0
Total	6 M 2 /F 4	0 M 0 /F 0	0 M 0 /F 0	1 M 0 /F 1	0 M 0 /F 0	0 M 0 /F 0	5 M 2 /F 3	0 M 0 /F 0	0 M 0 /F 0

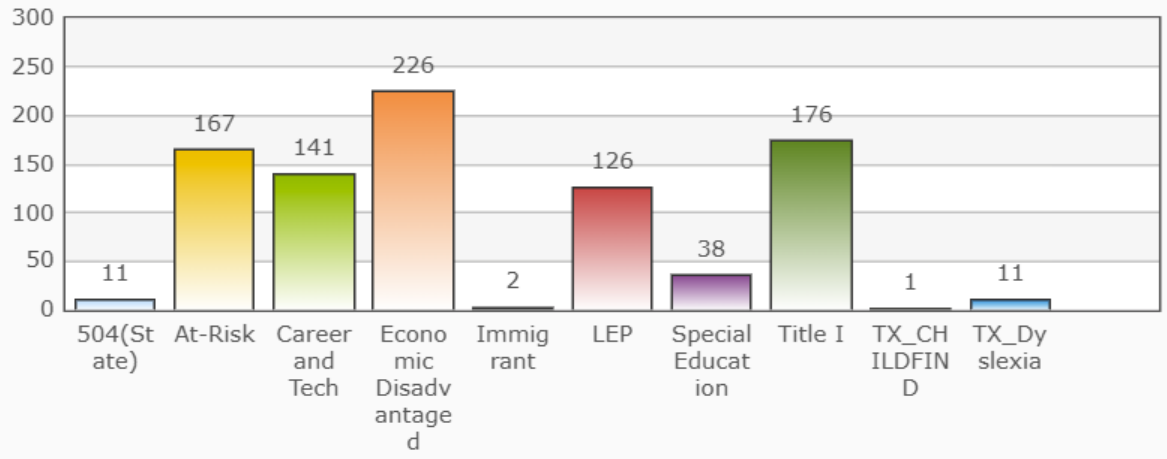


High School

Grade Level	Total in Grade	(1) American Indian or Alaskan Native	(2) Asian	(3) Black or African American	(4) Native Hawaiian / Other Pac Islander	(5) White	Hispanic/Latino	Two or More Race Categories	Unspecified
9	67 M 36 /F 31	0 M 0 /F 0	0 M 0 /F	18 M 7 /F 11	0 M 0 /F 0	6 M 4 /F	43 M 25 /F 18	0 M 0 /F 0	0 M 0 /F 0

			0			2			
10	63 M 35 /F 28	0 M 0 /F 0	0 M 0 /F 0	11 M 7 /F 4	0 M 0 /F 0	2 M 1 /F 1	49 M 26 /F 23	1 M 1 /F 0	0 M 0 /F 0
11	49 M 28 /F 21	0 M 0 /F 0	1 M 1 /F 0	12 M 6 /F 6	0 M 0 /F 0	1 M 1 /F 0	35 M 20 /F 15	0 M 0 /F 0	0 M 0 /F 0
12	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0	0 M 0 /F 0
Total	179 M 99 /F 80	0 M 0 /F 0	1 M 1 /F 0	41 M 20 /F 21	0 M 0 /F 0	9 M 6 /F 3	127 M 71 /F 56	1 M 1 /F 0	0 M 0 /F 0

Programs Active Enrollments



Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our campus is currently under enrolled. There is a need to recruit and retain students on our campus, approximately 17.4% of scholars have withdrawn during the 2024-2025 school year.	1. The root cause was due to transportation. Scholars live more than 8 miles from the school, creating transportation issues.
2 ★	The SPED and 504 scholar's performed lower than others on mastery exams.	1. Lack of collaboration between teachers and SPED teacher on lesson planning, implementation, and documentation. Lack of teacher training on SPED accommodations for daily lessons and documentation.

★ = Priority

Student Learning

Summary

At December of 2024, Achieve College Prep was predicted to score a low B Rating from Semester Exam results. By Spring Mock exams, our students showed an increase in overall performance with a projection of an 89 for overall rating.

STAAR/EOC Data

Math

Grade	Passing Score	Achievement Average
6 MATH	50/12/2	21
7 MATH	70/51/22	48
Algebra	78/50/28	40

Science/Humanities

Grade	Passing Score	Achievement Average
Bio	92/73/21	62
US History	98/74/11	61
8th Social Studies	76/39/24	46

ELA

Grade	Passing Score	Achievement Average
6 ELA	60/30/10	33
7 ELA	80/61/34	58
8 ELA	88/71/33	64
9 English 1	68/49/13	43
10 English 2	84/65/7	52

Strengths

- Biology scores have remained relatively consistent across three years (96/75/25 100/71/25 92/73/22).
- Indicates instructional stability in a core tested area.
- 8th Grade Social Studies: From 64/33/15 76/39/24 — strong upward trend.

- U.S. History: Scored 98/74/12 — outstanding performance, indicating mastery.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	There is a need for streamlining instructional practices on campus so that students are practicing at the same level of rigor with access to differentiation.	1) Lack of academic vision and agreement from leadership/region on which processes/systems will best support development 2) Lack of streamlining for the vision of differentiation in the classroom such as small group pull-outs, push-ins, and use of tools or strategies.
2 ★	There is a need to redesign the ways in which we support special education and EB scholars across contents	1) Lack of clarity on how SPED and EB teachers give support in push-in accommodations 2) Lack of training, support, and resources for teachers in supporting and documenting accommodations
3	There is a need to streamline data-driven instruction through monitoring and accountability to invest stakeholders in big goals	1) Lack of consistent systems to track and monitor daily data, interim data, and benchmarks by leaders and teachers 2) Lack of consistency for student accountability in monitoring progress and tracking progress toward meeting growth goals

★ = Priority

School Processes & Programs

Summary

Our campus has a total of 2 Instructional Leaders, broken up into groups: ELAR, Humanities, Math, CSI, SPED, Science and Electives (PE, Art, Spanish, CTE). Each instructional leader manages culture and content. The leadership team develops skills through weekly Instructional Coaching Meetings, Lesson Feedback Meetings, and Weekly Check-Ins. Additionally, each week or bi-weekly, leaders are to follow the entire coaching cycle with their entire caseload. Professional development is held every Tuesday afternoon. The leadership team will determine our PD's from our weekly instructional coaching meetings, where we spar on trends we see, as well as the use of instructional rounds to norm on what we need to do as a team to move our campus forward. We use observations, lesson rehearsals, student work analysis meetings, and data tracking to support powerful teaching.

Strengths

Curriculum & Instruction:

- The goal is at least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA Achieve provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy through IXL, No Red Ink, and Achieve 3000.
- IDEA Achieve curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA Achieve curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA Achieve implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.

Special Programs

- IDEA Achieve exceeded the expected growth target for EL student performance on TELPAS in 2024 with 50% of ELs scoring advanced or higher.
- IDEA provide targeted research based instruction to students who have a 2.0-year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 24-25 school year, 64% of students met that goal for reading.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of effective CAST meetings with students despite losing the SW role.
- In the 2024-2025 Achieve retained an average of 84% of students
- 83% of IDEA Parents say that my school communicates with me
- 64% of IDEA Parents say the school asks for my opinion on the schools and its programs
- 69% of IDEA Parents say someone at the school has communicated about their child's academics

IDEA’s individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow-through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	There is a need for a clear schoolwide vision and plan for addressing Special Education gaps.	1. Lack of consistent training and accountability for teacher documentation and implementation of modification. 2. Lack of resources for the special education department.
2 ★	There is a need for more parent engagement and parent communication.	1. Lack of families receiving information about academic progress. 2. Lack of families receiving information about behavior expectations in line with campus expectations.

★ = Priority

Perceptions

Summary

All family engagement events are planned over the summer as well as our operation teams holding several WTIs to ensure new families are onboarded. Communication for all events goes out via Remind, Dean's List, Parent Weekly, and flyers during carline with at least two weeks' notice. Two surveys are conducted during the school year to receive feedback from students and families. Student participation is over 70%, however parent participation remains below 50%.

Strengths

Student persistence has increased close to 10% as a campus from last year to this year. School counselor has been proactive about communicating with families and holding meetings with families to mitigate any issues.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Family Engagement participation is below 50% at events outside of graduation, family lunch bunch, and Meet the teacher events.	1. Lack of consistent communication from teachers to families. 2. Not all families are set up on Remind and Dean's List at the beginning of the year.
2 ★	Staff retention 72.22%	1. There was a lack of consistency with onboarding process. 2. There was inequitable and inconsistent coaching and support from teacher to teacher.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	The SPED and 504 scholar's performed lower than others on mastery exams.	1. Lack of collaboration between teachers and SPED teacher on lesson planning, implementation, and documentation. Lack of teacher training on SPED accommodations for daily lessons and documentation.
2	There is a need to redesign the ways in which we support special education and EB scholars across contents	1) Lack of clarity on how SPED and EB teachers give support in push-in accommodations 2) Lack of training, support, and resources for teachers in supporting and documenting accommodations
3	There is a need for a clear schoolwide vision and plan for addressing Special Education gaps.	1. Lack of consistent training and accountability for teacher documentation and implementation of modification. 2. Lack of resources for the special education department.
4	There is a need for more parent engagement and parent communication.	1. Lack of families receiving information about academic progress. 2. Lack of families receiving information about behavior expectations in line with campus expectations.
5	Family Engagement participation is below 50% at events outside of graduation, family lunch bunch, and Meet the teacher events.	1. Lack of consistent communication from teachers to families. 2. Not all families are set up on Remind and Dean's List at the beginning of the year.
6	Staff retention 72.22%	1. There was a lack of consistency with onboarding process. 2. There was inequitable and inconsistent coaching and support from teacher to teacher.

7 ★	Our campus is currently under enrolled. There is a need to recruit and retain students on our campus, approximately 17.4% of scholars have withdrawn during the 2024-2025 school year.	1. The root cause was due to transportation. Scholars live more than 8 miles from the school, creating transportation issues.

★ = Priority

Goals

Goal 1 All IDEA students matriculate to college

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

College Prep Average PSAT score of 1150 or better by end of Sophomore year.

Evaluation Data Source: PSAT Data Source

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Improve the quality and alignment of Tier I instruction in Algebra II and English II for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increase in district assessments

Staff Responsible for Monitoring: API for Algebra
API for English

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	There is a need to redesign the ways in which we support special education and EB scholars across contents	1) Lack of clarity on how SPED and EB teachers give support in push-in accommodations 2) Lack of training, support, and resources for teachers in supporting and documenting accommodations

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

100% of graduates meet TSIA college readiness benchmark in English I, English II, Geometry, and Algebra II.

Evaluation Data Source: TSI Data source, Benchmark data.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Improve the quality and alignment of Tier I instruction in Algebra II and English II for all students through developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Increase in district assessments

Staff Responsible for Monitoring: API for Algebra
API for English

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

Some Progress		
November	March	July

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for a clear schoolwide vision and plan for addressing Special Education gaps.	1. Lack of consistent training and accountability for teacher documentation and implementation of modification. 2. Lack of resources for the special education department.

Goal 2 IDEA achieves an A Rating

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Students in 6th - 10th grade performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 69% to 75% in Spring 2024 for reading(HB3)

Evaluation Data Source: STAAR Assessment Data, Accountability Summary

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Provide ongoing professional learning on reading strategies to ensure that students have an opportunity to read, write, listen, and speak within the 70 minute lesson block.

Strategy's Expected Result/Impact: Growth in the number of "meets" on common assessments and district assessments.

Staff Responsible for Monitoring: API Reading
Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2

Students in 6th - 10th grade performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 38% to 60% in Spring 2024 for reading(HB3)

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide ongoing professional learning on math strategies to ensure that students have an opportunity to read, write, listen, and speak within the 70 minute lesson block.

Strategy's Expected Result/Impact: Growth in the number of "meets" on common assessments and district assessments.

Staff Responsible for Monitoring: API Math
Principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	There is a need to redesign the ways in which we support special education and EB scholars across contents	1) Lack of clarity on how SPED and EB teachers give support in push-in accommodations 2) Lack of training, support, and resources for teachers in supporting and documenting accommodations

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

100% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Source: K2 Summit Data, Observation with feedback

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide ongoing professional learning on ELPS strategies to ensure that students have an opportunity to read, write, speak, listen within the 70 minute lesson block.

Strategy's Expected Result/Impact: Growth in the number of A.A. and Emergent Bilingual reach "Meets" on common assessments and district assessments

Staff Responsible for Monitoring: API Reading
API Math
Principal

Problem Statements: Demographics 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

Some Progress		
November	**March**	**July**

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our campus is currently under enrolled. There is a need to recruit and retain students on our campus, approximately 17.4% of scholars have withdrawn during the 2024-2025 school year.	1. The root cause was due to transportation. Scholars live more than 8 miles from the school, creating transportation issues.
2	The SPED and 504 scholar's performed lower than others on mastery exams.	1. Lack of collaboration between teachers and SPED teacher on lesson planning, implementation, and documentation. Lack of teacher training on SPED accommodations for daily lessons and documentation.

Performance Objective 4

100% of identified scholars meet required minutes per House Bill 1416 (HB1416)

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Students will be targeted and have embedded minutes of extra instruction throughout the year

through after school tutoring, during school tutoring, and track minutes in PowerTeacher.

Strategy's Expected Result/Impact: 100% of scholars will increase their scores in reading and math.

Staff Responsible for Monitoring: Intervention Teachers
API
Principal

Funding Sources: IXL software & Extra Duty Tutoring SCE Accelerated Instruction (PIC 24), $23,518.65

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 5

100% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Inclusion teachers will use a co-teach model to ensure that students receive the appropriate accommodations and interventions in an effective manner.

Strategy's Expected Result/Impact: There will be an increase assessment scores in SPED population.

Staff Responsible for Monitoring: APIs
Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 6

School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing
Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

Summative Evaluation: Some progress made toward meeting Performance Objective

Goal 3 Increase student persistence

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

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

Evaluation Data Source: Surveys

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Follow school and district guidelines regarding safety with fidelity. Assistant Principal of Operations to ensure proficiency ratings on all safety drills and measures.

Strategy's Expected Result/Impact: Our school will increase in persistence and all safety audits will be proficient or higher.

Staff Responsible for Monitoring: APO
Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

100% of schools 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))

Evaluation Data Source: Surveys, retention data

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

School will ensure timely communication to families regarding school events to promote family engagement and attendance. A calendar of events will be created and shared with families on a monthly basis using multiple platforms.

Strategy's Expected Result/Impact: Increase enrollment and retention for students.

Staff Responsible for Monitoring: All faculty and staff.

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

November	March	July
Some Progress		

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

School will increase the parent and family participation at school wide events by 10% from last school year in order to create stronger school to home participation.

Strategy's Expected Result/Impact: Increase of parent participation will result in increased student attendance.

Staff Responsible for Monitoring: Principal, assistant principals, social worker, counselors, teachers, staff

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our campus is currently under enrolled. There is a need to recruit and retain students on our campus, approximately 17.4% of scholars have withdrawn during the 2024-2025 school year.	1. The root cause was due to transportation. Scholars live more than 8 miles from the school, creating transportation issues.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Family Engagement participation is below 50% at events outside of graduation, family lunch bunch, and Meet the teacher events.	1. Lack of consistent communication from teachers to families. 2. Not all families are set up on Remind and Dean's List at the beginning of the year.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Source: Organization compliance completion reports.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Teachers will deliver the curriculum during FWOS culture lessons.

Strategy's Expected Result/Impact: Student will understand how to be safe in the community and online. There will also be a decrease in bullying with students.

Staff Responsible for Monitoring: School Counselor

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our campus is currently under enrolled. There is a need to recruit and retain students on our campus, approximately 17.4% of scholars have withdrawn during the 2024-2025 school year.	1. The root cause was due to transportation. Scholars live more than 8 miles from the school, creating transportation issues.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Family Engagement participation is below 50% at events outside of graduation, family lunch bunch, and Meet the teacher events.	1. Lack of consistent communication from teachers to families. 2. Not all families are set up on Remind and Dean's List at the beginning of the year.

Goal 4 Increase student daily attendance

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

IDEA Achieve College Prep will achieve a 97% annual attendance rate for the 23-24 school year

Evaluation Data Source: Campus daily attendance percentage data.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Follow the ADA matrix and make phone calls/home visits based on ADA tracker.

Strategy's Expected Result/Impact: Increase student ADA to meet goal.

Staff Responsible for Monitoring: Registrar
Lead Team

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our campus is currently under enrolled. There is a need to recruit and retain students on our campus, approximately 17.4% of scholars have withdrawn during the 2024-2025 school year.	1. The root cause was due to transportation. Scholars live more than 8 miles from the school, creating transportation issues.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Family Engagement participation is below 50% at events outside of graduation, family lunch bunch, and Meet the teacher events.	1. Lack of consistent communication from teachers to families. 2. Not all families are set up on Remind and Dean's List at the beginning of the year.

Performance Objective 2 ☑ High Priority

100% of students from 6th-12th grade meet their MVPA minutes goal of 30 minutes per day. (TEC 11.253(d)(10))

Evaluation Data Source: MVPA minutes

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Increase incentives for MTW and PE Ambassadors.

Strategy's Expected Result/Impact: Students will see the increase in bringing joy and incentives in the programs and have a higher desire to attend school.

Staff Responsible for Monitoring: PE Teacher
Lead Team

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our campus is currently under enrolled. There is a need to recruit and retain students on our campus, approximately 17.4% of scholars have withdrawn during the 2024-2025 school year.	1. The root cause was due to transportation. Scholars live more than 8 miles from the school, creating transportation issues.

Goal 5 Increase staff retention

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Evaluation Data Source: 2x2 completion data

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy's Expected Result/Impact: Student achievement scores should increase.

Staff Responsible for Monitoring: Principal and Assistant Principals

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	There is a need to redesign the ways in which we support special education and EB scholars across contents	1) Lack of clarity on how SPED and EB teachers give support in push-in accommodations 2) Lack of training, support, and resources for teachers in supporting and documenting accommodations

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

IDEA Achieve College Prep is 100% staffed for all teacher positions throughout the 2023-24 school year. Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

Evaluation Data Source: Staff retention data

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Recruit and hire high quality candidates per role by using high quality resume criteria and starting the recruitment process earlier in the year.

Strategy's Expected Result/Impact: Improved pool of candidates for vacancies

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

November	March	July
Some Progress		

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Conduct and complete stay conversations with teachers and staff in the Spring.

Strategy's Expected Result/Impact: Increased Staff Retention

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Staff retention 72.22%	1. There was a lack of consistency with onboarding process. 2. There was inequitable and inconsistent coaching and support from teacher to teacher.

Goal 6 Increase student enrollment, and retention.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase enrollment by 90% by the end of May 2026.

Evaluation Data Source: Retention, persistence report.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Focus on recruiting, retaining, improving, and providing students with a high-quality education to support increase in student achievement and positive equitable experiences.

Strategy's Expected Result/Impact: Increase student retention, recruitment efforts, and overall enrollment numbers.

Staff Responsible for Monitoring: Principal, API's, APO, Counselor, Teachers, faculty, staff, and stakeholders.

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our campus is currently under enrolled. There is a need to recruit and retain students on our campus, approximately 17.4% of scholars have withdrawn during the 2024-2025 school year.	1. The root cause was due to transportation. Scholars live more than 8 miles from the school, creating transportation issues.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Family Engagement participation is below 50% at events outside of graduation, family lunch bunch, and Meet the teacher events.	1. Lack of consistent communication from teachers to families. 2. Not all families are set up on Remind and Dean's List at the beginning of the year.

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	IXL software & Extra Duty Tutoring	--	$23,518.65
				Sub-Total	$23,518.65
				Budgeted Fund Source Amount	$32,186.12
				+/- Difference	**$8,667.47**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,876.25
				+/- Difference	**$5,876.25**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$9,075.73
				+/- Difference	**$9,075.73**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,924.70
				+/- Difference	**$5,924.70**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,201.90
				+/- Difference	**$2,201.90**

IDEA Public Schools

Al Lopez Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:48 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Goals 4

Goal 1 : K-2 scholars will meet or exceed their growth goal in RLA. 5

Goal 2 : Have a safe and healthy campus culture. 7

Goal 3 : Minimize Level 2 and 3 behaviors through the implementation of SEL strategies. 9

Goal 4 : K-2 scholars will meet or exceed their growth goal in math. 10

Goal 5 : K-2 scholars will increase English language proficiency. 12

Title I Summary 13

Title I Personnel 14

Goals

Goal 1 K-2 scholars will meet or exceed their growth goal in RLA.

Performance Objective 1 ☑ High Priority

70% of K-2 scholars will meet or exceed their growth goal on DIBELS.

Strategy 1

All scholars will complete at least five lessons a week on RMT at 80% mastery.

Formative Reviews

November	March	July

Strategy 2

Use MTSS to track student RLA goals, intervention strategies, and progress.

Formative Reviews

November	March	July

Performance Objective 2

70% of K-2 scholars receiving special education services through inclusion will meet or exceed their individualized RLA growth goals.

Strategy 1

Students receiving special services will receive differentiated instruction and collaborative support between the general education and special education teachers within the inclusive classroom environment according to their individualized education plan.

Formative Reviews

November	March	July

Performance Objective 3

1st-2nd scholars will have at least 1.5 years of growth from BOY to EOY on Renstar.

Strategy 1

Through coaching and modeling, teachers will internalize content, plan lessons, and data dig during deliberate practice.

Formative Reviews

November	March	July

Strategy 2

Use MTSS to track student RLA goals, intervention strategies, and progress.

Formative Reviews

November	March	July

Goal 2 Have a safe and healthy campus culture.

Performance Objective 1

100% of K- grade scholars will participate in structured physical education activities at least 3 times per week.

Strategy 1

Embed FitnessGram-aligned routines into weekly PE instruction, including age-appropriate practice for PACER, curl-ups, push-ups, and flexibility drills.

Formative Reviews

November	March	July

Performance Objective 2 ☑ High Priority

IDEA Lopez will retain 80% of the staff at the end of the 25-26 school year.

Strategy 1

Provide instructional coaching and feedback cycles consistently in order to grow teacher capacity and confidence.

Formative Reviews

November	March	July

Performance Objective 3

Complete 100% of campus safety drills.

Strategy 1

Complete fire, lockdown, hold, secure, lockout drills according to the year long plan.

Formative Reviews

November	March	July

Goal 3 Minimize Level 2 and 3 behaviors through the implementation of SEL strategies.

Performance Objective 1 ☑ High Priority

Limit Level 2 and 3 behavior occurrences to 2-3 a week.

Strategy 1

Build teachers' capacity to implement SEL strategies through coaching and modeling.

Formative Reviews

November	March	July

Strategy 2

K-2 scholars will participate in Move This World SEL lessons three days a week.

Formative Reviews

November	March	July

Goal 4 K-2 scholars will meet or exceed their growth goal in math.

Performance Objective 1 ☑ High Priority

70% of K-2 scholars will score 80% or higher on math unit assessments.

Strategy 1

Through coaching and modeling, teachers will internalize content, plan lessons, and data dig during deliberate practice.

Formative Reviews

November	March	July

Performance Objective 2

70% of K-2 scholars receiving special education services through inclusion will meet or exceed their individualized math growth goals.

Strategy 1

Students receiving special services will receive differentiated instruction and collaborative support between the general education and special education teachers within the inclusive classroom environment according to their individualized education plan.

Formative Reviews

November	March	July

Performance Objective 3

K-2 scholars will have at least 1.5 years of growth from BOY to EOY on Renstar.

Strategy 1

Use MTSS to track student math goals, intervention strategies, and progress.

Formative Reviews

November	March	July

Goal 5 K-2 scholars will increase English language proficiency.

Performance Objective 1 ☑ High Priority

70% of K-1 EB scholars will have an "Advanced High" composite score on the 2026 Holistic TELPAS, and 2nd grade on TELPAS.

Strategy 1

Second grade scholars will use Summit K12 for 100 minutes a week.

Formative Reviews

November	March	July

Strategy 2

Build teachers' capacity to implement EB language development strategies through coaching and modeling.

Formative Reviews

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
BETTY JESUS GONZALEZ	COTEACHER	School-wide Program	1
JOCELYN OLIVAS	COTEACHER	School-wide Program	1

IDEA Public Schools

Al Lopez College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:50 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Goals 4

Goal 1 : By May 2026, 60% of scholars in grade 6 will score meets or above on the yearly... 5

Goal 2 : By May 2026, 60% of scholars in grade 6 will score meets or above on the yearl... 8

Goal 3 : By May 2026, grade 6 scholars will achieve 85% Growth score on the yearly ELA... 11

Goal 4 : By May 2026, grade 6 scholars will achieve 85% Growth score on the yearly Mat... 14

Goal 5 : IDEA Lopez will have a healthy, positive culture and climate. 17

Goals

Goal 1 By May 2026, 60% of scholars in grade 6 will score meets or above on the yearlyELA STAAR test.

Performance Objective 1

By May 2026, 100% of teachers have achieved proficient on their GET2 rating in SchoolStatusBoost.

Evaluation Data Source: SchoolStatusBoost.

Strategy 1

Implement ongoing coaching cycles that include weekly classroom observations, data analysis, and action-oriented feedback.

Formative Reviews

November	March	July

Strategy 2

Offer weekly PD sessions aligned to GET2 focus areas (e.g., engagement, academic rigor, lesson execution)

Formative Reviews

November	March	July

Strategy 3

Offer weekly clinics for those teachers that are struggling to master focus areas.

Formative Reviews

November	March	July

Performance Objective 2

By March 2026, 100% of major assessments have been analyzed with a Data Conversation and 100% of lesser assessments have been analyzed with a SWAM meeting.

Evaluation Data Source: Tracking Spreadsheets.

Strategy 1

Modeling and coaching curriculum and TEKs and then modeling and coaching of swam and data analysis with exemplars in hand that demonstrate and highlight the most important cfs.

Formative Reviews

November	March	July

Strategy 2

Side by side analysis of first few tests and coaching to mastery of the skill and gradual release of responsibility.

Formative Reviews

November	March	July

Strategy 3

Daily data review during exit ticket huddles starting second quarter.

Formative Reviews

November	March	July

Performance Objective 3

By May 2026, 6th grade chronic absenteeism will be below 10%.

Strategy 1

Monitor attendance data daily during ADA huddles and flag students trending toward chronic absenteeism as monitored

Formative Reviews

November	March	July

Strategy 2

Partner with families through ongoing outreach focused on the importance of attendance and overcoming barriers.

Formative Reviews

November	March	July

Strategy 3

Create a school culture where students feel valued and motivated to attend daily by cultivating a culture of belonging and incentives.

Formative Reviews

November	March	July

Goal 2 By May 2026, 60% of scholars in grade 6 will score meets or above on the yearly STAAR MATH test.

Performance Objective 1

By May 2026, 100% of teachers have achieved proficient on their GET2 rating in SchoolStatusBoost.

Evaluation Data Source: SchoolStatusBoost.

Strategy 1

Implement ongoing coaching cycles that include weekly classroom observations, data analysis, and action-oriented feedback.

Formative Reviews

November	March	July

Strategy 2

Offer weekly PD sessions aligned to GET2 focus areas (e.g., engagement, academic rigor, lesson execution)

Formative Reviews

November	March	July

Strategy 3

Offer weekly clinics for those teachers that are struggling to master focus areas.

Formative Reviews

November	March	July

Performance Objective 2

By March 2026, 100% of major assessments have been analyzed with a Data Conversation and 100% of lesser assessments have been analyzed with a SWAM meeting.

Strategy 1

Modeling and coaching curriculum and TEKs and then modeling and coaching of swam and data analysis with exemplars in hand that demonstrate and highlight the most important cfs.

Formative Reviews

November	March	July

Strategy 2

Side by side analysis of first few tests and coaching to mastery of the skill and gradual release of responsibility.

Formative Reviews

November	March	July

Strategy 3

Daily data review during exit ticket huddles starting second quarter.

Formative Reviews

November	March	July

Performance Objective 3

By May 2026, 6th grade chronic absenteeism will be below 10%.

Evaluation Data Source: Powerschool

Strategy 1

Monitor attendance data daily during ADA huddles and flag students trending toward chronic absenteeism as monitored

Formative Reviews

November	March	July

Strategy 2

Partner with families through ongoing outreach focused on the importance of attendance and overcoming barriers.

Formative Reviews

November	March	July

Strategy 3

Create a school culture where students feel valued and motivated to attend daily by cultivating a culture of belonging and incentives.

Formative Reviews

November	March	July

Goal 3 By May 2026, grade 6 scholars will achieve 85% Growth score on the yearly ELA STAAR test.

Performance Objective 1

Scholars and teachers track all major test data.

Strategy 1

Implement data trackers for students and teachers to log performance after each quiz, unit test, and benchmark

Formative Reviews

November	March	July

Strategy 2

Leadteam will explicitly teach how to use data tracking and then monitor and audit data folders and colaborate with teachers on implementation of data trackers.

Formative Reviews

November	March	July

Strategy 3

Create visual growth walls in classrooms to celebrate progress and help scholars see how they are moving toward their goals.

Formative Reviews

November	March	July

Performance Objective 2

Identification of bubble scholars after every major assessment and use of this data to modify instruction.

Strategy 1

Use post-assessment data to sort scholars into performance bands within 72 hours of testing.

Formative Reviews

November	March	July

Strategy 2

Assign bubble scholars to targeted small groups.

Formative Reviews

November	March	July

Strategy 3

Track the progress of bubble scholars weekly through exit tickets and mini-assessments

Formative Reviews

November	March	July

Performance Objective 3

By semester exams, 50% of scholars will have achieved their growth goals and by Mock 70% will have achieved their growth goal.

Strategy 1

Making sure scholars know where their current scores land compared to their goals.

Formative Reviews

November	March	July

Strategy 2

Implement strategic spiraling in for low performance TEKs and question types.

Formative Reviews

November	March	July

Strategy 3

Celebrate growth milestones with public recognition to reinforce motivation and accountability.

Formative Reviews

November	March	July

Goal 4

By May 2026, grade 6 scholars will achieve 85% Growth score on the yearly Math STAAR test.

Performance Objective 1

Scholars and teachers track all major test data.

Strategy 1

Implement data trackers for students and teachers to log performance after each quiz, unit test, and benchmark

Formative Reviews

November	March	July

Strategy 2

Lead team will explicitly teach how to use data tracking and then monitor and audit data folders and collaborate with teachers on implementation of data trackers.

Formative Reviews

November	March	July

Strategy 3

Create visual growth walls in classrooms to celebrate progress and help scholars see how they are moving toward their goals.

Formative Reviews

November	March	July

Performance Objective 2

Identification of bubble scholars after every major assessment and use of this data to modify instruction.

Strategy 1

Use post-assessment data to sort scholars into performance bands within 72 hours of testing.

Formative Reviews

November	March	July

Strategy 2

Assign bubble scholars to targeted small groups.

Formative Reviews

November	March	July

Strategy 3

Track the progress of bubble scholars weekly through exit tickets and mini-assessments

Formative Reviews

November	March	July

Performance Objective 3

By semester exams, 50% of scholars will have achieved their growth goals and by Mock 70% will have achieved their growth goal.

Strategy 1

Making sure scholars know where their current scores land compared to their goals.

Formative Reviews

November	March	July

Strategy 2

Implement strategic spiraling in for low performance TEKs and question types.

Formative Reviews

November	March	July

Strategy 3

Celebrate growth milestones with public recognition to reinforce motivation and accountability.

Formative Reviews

November	March	July

Goal 5 IDEA Lopez will have a healthy, positive culture and climate.

Performance Objective 1

20% of families participate in the annual family engagement survey and rate the campus with a 4 or higher.

Strategy 1

Promote the survey through Stream, Remind, newsletters, social media, and in-person events to ensure awareness.

Formative Reviews

November	March	July

Strategy 2

Offer incentives such as raffles, dress-down passes, or classroom celebrations for survey completion.

Formative Reviews

November	March	July

Strategy 3

Host family engagement nights (academic showcases, culture events, coffees with the principal) to support family buy-in allignment

Formative Reviews

November	March	July

Performance Objective 2

100% of fire and safety drills are completed on time and with increasing levels of effeciency.

Strategy 1

Post a visible drill schedule for staff and send monthly reminders with expectations and procedures.

Formative Reviews

November	March	July

Strategy 2

Hold lead team and CCT debriefs to review glows and grows and then collaborate around next steps before cascading information to teachers.

Formative Reviews

November	March	July

Strategy 3

Collaborate to create and then use strong drill one pagers that outline the roles and responsibilities of each staff member during each drill to ensure clarity and speed.

Formative Reviews

November	March	July

Performance Objective 3

Student Persistence 90%

Strategy 1

Commitment of all stakeholders to fully use and align with the PBIS system to facilitate a strong incentives system

Formative Reviews

November	March	July

Strategy 2

Creating a strong culutre of positive naration, least envasive redirections and continuity of expectations and behavior systems across all spaces

Formative Reviews

November	March	July

Strategy 3

Build early, positive connections with families through positive calls and texts, news letters engagement events and then maintaining that connection and communication with families througout the year.

Formative Reviews

November	March	July

IDEA Public Schools

Alamo Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:23 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 11

Perceptions 14

Priority Problem Statements 16

Goals 19

Goal 1 : Improve student academic achievement in Reading, Math, and Science through r... 20

Goal 2 : Launch a unified MTSS system to provide timely, tiered support in academics an... 32

Goal 3 : Reduce Chronic Absenteeism to Improve Student Access to Instruction 34

Goal 4 : Build a positive, consistent, and safe school culture across all classrooms. 38

Goal 5 : Rebuild Staff Trust in Leadership and Professional Development 41

Title I Summary 44

Title I Personnel 45

Comprehensive Needs Assessment

Demographics

Summary

Who Are We?
Our school community at IDEA Academy Alamo serves a diverse group of 698 students from Kindergarten through 5th grade. The student population is composed of 47.71% female and 52.29% male students. The ethnic breakdown is predominantly Hispanic-Latino (93.98%), with a small representation of White (5.73%) and Black/African American (0.29%) students.

In terms of economic background, 98.14% of our students are economically disadvantaged, with 74.36% qualifying for free meals. Additionally, 71.63% of our students are identified as at-risk, and 18.19% participate in intervention programs. A small portion of students are military connected (1.00%) or immigrants (1.15%).

Regarding language proficiency, 66.76% of our students are classified as Emergent Bilingual (EB), with 63.32% participating in alternative methods for bilingual education.

Special Programs:
Approximately 8.02% of our students receive Special Education (SPED) services. The most common disabilities include speech impairment (30.36%), autism (30.36%), learning disabilities (14.29%), and other health impairments (14.29%). Students receiving dyslexia services constitute 0.86% of the population, while 0.57% are identified under Section 504.

Staff and Instructional Support:
Our teaching staff consists of 33 teachers, 12 educational aides, and 6 administrative support members. Teachers make up 64.71% of the staff, with an educational aide ratio of 23.53%.

Attendance and Mobility:
Our school is a Title I schoolwide program, indicating that all students benefit from supplemental support. We have a stable attendance rate with no noted mobility challenges, as there are no recorded homeless or migrant statuses.

Academic Programs and Support:
The campus does not currently offer Associate Degree programs, Early College High School (ECHS), P-Tech, or New Tech initiatives. The focus remains on foundational literacy, numeracy, and bilingual education.

Teacher Retention and Qualifications:
Teacher retention is supported through professional development and a positive school culture. The teacher-student ratio is aligned to support individualized instruction, particularly for students in special programs.

Strengths

1. **Diverse and Inclusive Community:**
   IDEA Alamo serves a predominantly Hispanic-Latino (93.98%) and economically disadvantaged (98.14%) student population, fostering a culturally responsive and inclusive environment. The school's commitment to multilingual education is evident, with 66.76% of students classified as Emergent Bilingual (EB) and comprehensive bilingual support programs in place.

2. **Strong Family and Community Engagement:**
   The campus actively involves families and stakeholders through consistent communication channels, family engagement events, and data-driven meetings. This collaborative approach strengthens relationships and aligns efforts to support student success both academically and socially.

3. **Holistic Support for Diverse Learners:**
   IDEA Alamo prioritizes inclusive education by offering tailored support through Special Education (8.02%) and intervention programs, addressing both academic and socio-emotional needs. The commitment to individualized care ensures that students with disabilities and language needs receive targeted interventions, promoting equity and success.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Chronic absenteeism and frequent early dismissals, particularly in lower grade levels and among certain student populations, are negatively affecting academic outcomes and continuity of instruction.	Chronic absenteeism is driven by limited enforcement of attendance policies, a lack of early, data-informed interventions, and weak parent communication and accountability systems. External factors like transportation issues and family hardships further contribute, often without adequate support or accommodations.

★ = Priority

Student Learning

Summary

Overall Student Achievement and Progress

Based on available CSI, mock exams, and RenStar data, student performance shows key areas of concern, particularly in Reading and Math in upper grades, alongside some strengths.

---

1. CSI & Benchmark Data

- **Reading and Math CSI Scores** declined from BOY to MOY:
  - **Reading:** 50% → 34%
  - **Math:** 78% → 50%
- **Mock Exam Performance** is below expectations:
  - Only **18% (Reading)** and **31% (Math)** of students scored Approaches or higher.
  - Less than 1% scored at Meets or above.
- **Science (5th Grade)** is a bright spot:
  - 86% Approaches, 61% Meets, and 40% Masters.

---

2. RenStar Performance (Reading & Math)Reading RenStar – % of Students On or Above Grade Level

Grade	On GL	Above GL
1	57%	52%
2	68%	65%
3	50%	49%
4	42%	41%
5	45%	42%

- **Grades 1–2** show strong reading readiness.
- A sharp decline is observed in **Grades 3–5**, indicating a need for intervention in upper elementary literacy instruction.

Math RenStar – % of Students On or Above Grade Level

Grade	On GL	Above GL
1	65%	61%
2	53%	51%
3	74%	71%
4	62%	62%
5	54%	52%

- Math achievement is relatively stronger than Reading.
- **Grade 3 leads**, with the highest On and Above GL percentages.
- **Grade 2 lags in math**, suggesting a potential need for focused support.

---

3. Special Education (SPED)

- SPED students consistently perform below peers.
    - In Reading, 4th grade SPED students had 40% at Approaches and 0% at Meets.
    - SPED performance in Science (5th grade) was comparatively stronger (44% at Meets).

---

4. Key Takeaways

- **Early literacy and numeracy** foundations are generally solid.
- There's a **marked decline in upper-grade reading** performance.
- **Math shows strength in 3rd grade** but requires support in 2nd.
- **SPED students need targeted academic interventions** across core subjects.

Strengths

1. Strong Foundational Learning in Early Grades

- **RenStar Reading** and **Math data** show that students in **Grades 1 and 2** are performing well:
    - Reading: **68% (2nd)** and **57% (1st)** are on grade level or above.
    - Math: **65% (1st)** and **53% (2nd)** are on grade level or above.
- Committee feedback supports this with positive reports about **effective small-group instruction** and **targeted supports** in early grades.

2. Individual Student Growth Is Being Tracked and Used to Inform Instruction

- Teachers consistently report the use of **student progress trackers**, **mock assessments**, and **formative data** to adjust instruction.
- These systems allow educators to **identify areas of strength and need**, ensuring instructional alignment with individual student progress.
- Growth is evident, especially in **Grade 4**, as noted in teacher feedback and RenStar trends.

3. Effective Programs and Interventions Are in Place for Struggling Students

- Despite inconsistencies in RtI implementation, several **intervention programs** like **CSI**, **small group pull-outs**, **SPED in-class support**, and **academic block time** are being used and reported as effective.
- Teachers highlight **visible student growth** in classrooms where these supports are applied consistently.

RtI Implementation Summary

- **Implementation is inconsistent and delayed**, with several reports noting late start, **lack of tracking systems**, and **few formal meetings**.
- Some classrooms report success with **in-class small group RTI** and **pull-outs during electives**, but **campus-wide structures and accountability are lacking**.
- Overall, current data does **not strongly support that RTI is being implemented effectively or consistently** across grade levels.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Our campus is struggling with the timely and effective implementation of the Response to Intervention (RTI) framework, especially for subgroups like students with disabilities and English learners. Delays in RTI implementation and inconsistent tracking systems are leading to gaps in monitoring student progress and providing the necessary interventions.	Delayed initiation of RTI, often due to staffing shortages or inconsistent scheduling. Inefficient tracking systems, making it difficult for teachers to consistently collect and analyze data on students' progress. Insufficient training and lack of clarity regarding RTI procedures, including how to identify struggling students early and how to ensure proper follow-up.
2 ★	Subgroup performance--especially among English learners and students with disabilities--lags behind general education peers, contributing to widening achievement gaps in reading, math, and science.	Current small group and intervention efforts are insufficiently differentiated or targeted to subgroup needs. A lack of consistent use of longitudinal data and daily student trackers limits teachers' ability to adapt instruction based on student progress. Programs supporting subgroups (e.g., bilingual, SPED, RTI) lack alignment and coordination for sustained academic gains.

★ = Priority

School Processes & Programs

Summary

Hiring High-Quality Educators

- **How it works:** The Talent Team at HQ leads hiring. Teachers apply online, complete pre-work, and are interviewed by campus leaders.
- **Concerns:** Teachers are **not included** in the process and want more **voice and transparency**. Passion and alignment with the school's mission should matter more.

Professional Learning

- **What's good:** PD and course collaborations are **helpful for new teachers** and aligned with campus and district needs.
- **Needs work: Veteran teachers** say PD is repetitive and **not tailored**. SPED and ELL teachers feel sessions **don't meet their needs**.

Evaluations vs. Student Outcomes

- **What's happening:** Evaluations include lesson plans, observations, and data.
- **Big issue:** There is often **no clear link** between evaluation scores and student outcomes, especially due to factors like language barriers and disabilities.

Support for New/Struggling Teachers

- **Support includes:** BOY trainings, weekly check-ins, lesson rehearsals, and coaching.
- **Works well for new teachers**, but ongoing and **specialized support** (like for SPED or ELL) could be stronger.

Instruction & Mission Alignment

- **Strengths:** Programs like Eureka Math, Wit & Wisdom, and DI support rigor and the college-ready mission. SEL is built in with "Move This World."
- **Challenges:** Some curriculum **doesn't align with STAAR or TEKS**, especially in SPED and ELL, forcing teachers to find their own materials.

Strengths

1. Strong Support for New Teachers

New teachers benefit from structured systems that help them succeed:

- **BOY (Beginning of Year) trainings**
- **Weekly check-ins and coaching**

- **Lesson rehearsals**
- **Feedback on lesson plans**

2. Intentional Instruction Aligned to Mission

Instructional programs are clearly designed to reflect IDEA's mission of college readiness:

- Use of **Eureka Math**, **Wit & Wisdom**, **Direct Instruction (DI)**, and **Move This World** for SEL
- Emphasis on **rigor, differentiation**, and **whole-child development**

3. Structured Evaluation and Coaching Systems

The campus has established systems for:

- **Observations**
- **Lesson plan feedback**
- **Instructional coaching**
- **Data-driven instructional practices**

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	The current hiring and onboarding process lacks campus-level input, which results in misalignment between new hires' instructional capacity and campus-specific culture, vision, and needs.	Teachers are not informed or engaged in recruiting high-quality educators aligned to team dynamics and instructional expectations.
2 ★	Professional learning and curriculum programs are inconsistently aligned to teacher needs, evaluation systems, and state testing standards, leading to gaps in instructional effectiveness and student outcomes.	PDs and course collaborations are often standardized, repetitive, or targeted at new teachers, leaving veteran staff unsupported. Curriculum programs (e.g., Wit & Wisdom, Eureka) lack full alignment to STAAR TEKS, teachers to supplement materials independently.

★ = Priority

Perceptions

Summary

Perception data across all grade levels and stakeholder groups indicates that the school is widely viewed as a safe, supportive, and celebratory environment. Students, staff, and families frequently describe the campus as a place where student achievements are consistently recognized and celebrated, contributing to a positive school climate. Events like WTI, award ceremonies, and Griffin breakfasts consistently attract high levels of family engagement (75–100%), reinforcing strong relationships between families and the school.

Staff and student feedback confirms that the campus is generally perceived as safe and supportive, thanks to clear systems, safety procedures, and accessibility of leadership. However, there are concerns around consistent student discipline and organizational trust, particularly among staff. Only 66% of staff say IDEA is a great place to work, and less than half (49%) believe favoritism, retaliation, or politicking are avoided. This highlights a need for targeted efforts to improve internal culture and equitable practices.

Communication with stakeholders is multifaceted and includes WhatsApp, newsletters, Remind, weekly phone calls, and in-person interactions. These channels appear effective in promoting community-oriented and celebratory events, but less so for academic initiatives. For example, Curriculum Night had less than 50% attendance, suggesting either communication gaps or limited perceived relevance. Feedback also reveals that language barriers, scheduling conflicts, and transportation issues continue to hinder deeper stakeholder engagement—especially for events focused on instruction and behavior partnerships.

Staff retention indicators are mixed. While 95% feel they can use PTO when needed and 96% feel they have a best friend at work—signs of strong interpersonal support—trust in leadership and clarity around equity require attention.

In summary, while the school excels in fostering a welcoming culture and engaging families in celebration and recognition events, there is an opportunity to strengthen academic partnerships with families, rebuild organizational trust among staff, and address practical barriers to full stakeholder participation.

Strengths

- **Strong Culture of Celebration and Belonging**
  Across all grade levels, students, staff, and parents consistently describe the school as a place where student success is recognized and celebrated. High attendance at events like WTI (90–100%), award ceremonies (85%), and Griffin breakfasts (75%) indicates a strong school culture that values community, relationships, and student achievement. Staff also report a sense of interpersonal connection, with 96% indicating they have a best friend at work.

- **Effective Communication for Relationship-Driven Events**
  Multiple communication methods—including WhatsApp chats, newsletters, in-person interactions, and phone calls—are effectively used to engage families in community-building and celebratory activities. The consistent attendance at these events shows that these strategies resonate well with families when the messaging aligns with relationship and recognition goals.

- **Perceived Physical and Emotional Safety Among Staff and Students**
  Most stakeholder groups report feeling safe and supported on campus due to visible safety measures, clear procedures, and approachable leadership. For example, many staff express comfort in reaching out to their managers, and students are seen as knowing who to go to for help. Additionally, 95% of staff feel empowered to use their PTO, indicating support for work-life balance.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Only 49% of staff feel favoritism and retaliation are avoided, highlighting a deeper cultural issue that impacts unity.	Perceived inequities in leadership practices, leading to mistrust among staff.
2 ★	Stakeholder engagement is strong for celebrations and community-building events, but significantly lower for academic-focused events, limiting shared ownership of student learning.	Parent engagement in academic planning is limited due to language barriers, scheduling conflicts, and unclear communication, which make participation challenging. Additionally, the absence of a consistent communication system and stronger cultural alignment causes families to feel more welcomed at social events than instructional ones.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Our campus is struggling with the timely and effective implementation of the Response to Intervention (RTI) framework, especially for subgroups like students with disabilities and English learners. Delays in RTI implementation and inconsistent tracking systems are leading to gaps in monitoring student progress and providing the necessary interventions.	Delayed initiation of RTI, often due to staffing shortages or inconsistent scheduling. Inefficient tracking systems, making it difficult for teachers to consistently collect and analyze data on students' progress. Insufficient training and lack of clarity regarding RTI procedures, including how to identify struggling students early and how to ensure proper follow-up.
2 ★	Chronic absenteeism and frequent early dismissals, particularly in lower grade levels and among certain student populations, are negatively affecting academic outcomes and continuity of instruction.	Chronic absenteeism is driven by limited enforcement of attendance policies, a lack of early, data-informed interventions, and weak parent communication and accountability systems. External factors like transportation issues and family hardships further contribute, often without adequate support or accommodations.
3 ★	Subgroup performance--especially among English learners and students with disabilities--lags behind general education peers, contributing to widening achievement gaps in reading, math, and science.	Current small group and intervention efforts are insufficiently differentiated or targeted to subgroup needs. A lack of consistent use of longitudinal data and daily student trackers limits teachers' ability to adapt instruction based on student progress. Programs supporting subgroups (e.g., bilingual, SPED, RTI) lack alignment and coordination for sustained academic gains.
4 ★	Stakeholder engagement is strong for celebrations and community-building events, but significantly lower for academic-focused events, limiting shared ownership of student learning.	Parent engagement in academic planning is limited due to language barriers, scheduling conflicts, and unclear communication, which make participation challenging. Additionally, the absence of a consistent communication system and stronger cultural alignment causes families to feel more welcomed at social events than instructional ones.
5 ★	The current hiring and onboarding process lacks campus-level input, which results in misalignment between new hires' instructional capacity and campus-specific culture, vision, and needs.	Teachers are not informed or engaged in recruiting high-quality educators aligned to team dynamics and instructional expectations.

6 ★	Professional learning and curriculum programs are inconsistently aligned to teacher needs, evaluation systems, and state testing standards, leading to gaps in instructional effectiveness and student outcomes.	PDs and course collaborations are often standardized, repetitive, or targeted at new teachers, leaving veteran staff unsupported. Curriculum programs (e.g., Wit & Wisdom, Eureka) lack full alignment to STAAR TEKS, teachers to supplement materials independently.
7 ★	Only 49% of staff feel favoritism and retaliation are avoided, highlighting a deeper cultural issue that impacts unity.	Perceived inequities in leadership practices, leading to mistrust among staff.

★ = Priority

Goals

Goal 1 Improve student academic achievement in Reading, Math, and Science through rigorous Tier 1 instruction.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By May 2026, the campus will raise its overall Student Achievement Score (SAS) from 42 to at least 50 through high-quality lesson execution, data-driven instruction, and rigorous student tasks.

Evaluation Data Source: District Assessment (Unit Exams, Mid Unit Exams, LA's, Mock Exam, Semester Exams) and formative assessments (Weekly Assessments, Daily Exit Tickets)

Strategy 1

Implement weekly side-by-side planning, lesson rehearsals, and focused coaching cycles; use TeachBoost data and walkthroughs to target support and monitor instructional execution.

Strategy's Expected Result/Impact: Quality of Tier I instruction will increase through improved planning and lesson execution.

Staff Responsible for Monitoring: Principal, Assistant Principals of Instruction

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Leverage data from formative and summative assessments to inform student interventions, reteaching and enrichment cycles.

Strategy's Expected Result/Impact: Student learning outcomes will be enhanced by prescriptive interventions and support to close learning gaps.

Staff Responsible for Monitoring: Principals, Assistant Principals of Instruction

Problem Statements: Student Learning 1

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

Differentiate supports for subpopulations (MTSS, SpEd, 504, EB) through embedded and deliberate planning for Tier I, 2, and 3 interventions in our lesson internalization protocol.

Strategy's Expected Result/Impact: Teachers will intentionally prepare to give equitable and consistent access to interventions to all MTSS students.

Problem Statements: Student Learning 2

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Our campus is struggling with the timely and effective implementation of the Response to Intervention (RTI) framework, especially for subgroups like students with disabilities and English learners. Delays in RTI implementation and inconsistent tracking systems are leading to gaps in monitoring student progress and providing the necessary interventions.	Delayed initiation of RTI, often due to staffing shortages or inconsistent scheduling. Inefficient tracking systems, making it difficult for teachers to consistently collect and analyze data on students' progress. Insufficient training and lack of clarity regarding RTI procedures, including how to identify struggling students early and how to ensure proper follow-up.
2	Subgroup performance--especially among English learners and students with disabilities--lags behind general education peers, contributing to widening achievement gaps in reading, math, and science.	Current small group and intervention efforts are insufficiently differentiated or targeted to subgroup needs. A lack of consistent use of longitudinal data and daily student trackers limits teachers' ability to adapt instruction based on student progress. Programs supporting subgroups (e.g., bilingual, SPED, RTI) lack alignment and coordination for sustained academic gains.

Performance Objective 2

By May 2026, 80% of students in 4th and 5th grade will meet or exceed their RLA STAAR Growth; 47% of

3rd - 5th students will achieve 47% Meets in RLA STAAR

Evaluation Data Source: Formative Assessments, Summative Assessments.

Strategy 1

100% of students receive differentiated enrichment and remediation through Academic Block

Strategy's Expected Result/Impact: 100% of HB1416 students will meet their accelerated instruction minutes by March

Staff Responsible for Monitoring: Principal, API's

Problem Statements: Student Learning 2

Formative Reviews



Strategy 2

100% of students will know their individualized goals and track progress towards their goals.

Strategy's Expected Result/Impact: Students will be invested in meeting their individual goals through systematic reflection and tracking.

Staff Responsible for Monitoring: Principal, API

Problem Statements: Student Learning 2

Formative Reviews



Strategy 3

100% of students receive differentiated enrichment and remediation through Academic Block

Strategy's Expected Result/Impact: Students have opportunities to reach individualized goals

Staff Responsible for Monitoring: R. Castaneda, B. Hernandez, J. Martinez, R. Rodriguez

Problem Statements: Student Learning 2

Formative Reviews

No Progress

November **March** **July**

Strategy 4

100% of Teachers will engage in Daily Exit Ticket Huddles

Strategy's Expected Result/Impact: Teachers will reflect on mastery daily, identify misconceptions, and collaborate with grade level and/or content peers to develop aligned re-teaches.

Staff Responsible for Monitoring: Principal, API's, GTL's, CTL's

Problem Statements: Student Learning 1

Formative Reviews

No Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Our campus is struggling with the timely and effective implementation of the Response to Intervention (RTI) framework, especially for subgroups like students with disabilities and English learners. Delays in RTI implementation and inconsistent tracking systems are leading to gaps in monitoring student progress and providing the necessary interventions.	Delayed initiation of RTI, often due to staffing shortages or inconsistent scheduling. Inefficient tracking systems, making it difficult for teachers to consistently collect and analyze data on students' progress. Insufficient training and lack of clarity regarding RTI procedures, including how to identify struggling students early and how to ensure proper follow-up.
2	Subgroup performance--especially among English learners and students with disabilities--lags behind general education peers, contributing to widening achievement gaps in reading, math, and science.	Current small group and intervention efforts are insufficiently differentiated or targeted to subgroup needs. A lack of consistent use of longitudinal data and daily student trackers limits teachers' ability to adapt instruction based on student progress. Programs supporting subgroups (e.g., bilingual, SPED, RTI) lack alignment and coordination for sustained academic gains.

Performance Objective 3

By May 2026, 80% of students in 4th and 5th grade will meet or exceed their Math STAAR Goals; 49% of 3rd - 5th grade students will achieve Meets on the Math STAAR.

Evaluation Data Source: Formative assessments, summative assessments.

Strategy 1

100% of students receive differentiated enrichment and remediation through Academic Block

Strategy's Expected Result/Impact: Students have opportunities to access instruction that supports their learning and attainment of individualized growth goals.

Staff Responsible for Monitoring: R. Castaneda, B. Hernandez, J. Martinez, R. Rodriguez

Problem Statements: Student Learning 2

Formative Reviews

No Progress

November	March	July

Strategy 2

Provide accelerated instruction via academic block (45 minutes daily) and tutorials (70 Minutes after school; 60 minutes on Saturdays)

Strategy's Expected Result/Impact: 100% of HB1416 students will complete accelerated learning minutes prior to March.

Staff Responsible for Monitoring: R. Castaneda

Formative Reviews

No Progress

November	March	July

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Subgroup performance--especially among English learners and students with disabilities--lags behind general education peers, contributing to widening achievement gaps in reading, math, and science.	Current small group and intervention efforts are insufficiently differentiated or targeted to subgroup needs. A lack of consistent use of longitudinal data and daily student trackers limits teachers' ability to adapt instruction based on student progress. Programs supporting subgroups (e.g., bilingual, SPED, RTI) lack alignment and coordination for sustained academic gains.

Performance Objective 4

Increase the percentage of special education students meeting STAAR Meets in Reading and Math by 10 percentage points by May 2026.

Evaluation Data Source: Formative and summative assessments.

Strategy 1

Progress monitor SPED student growth biweekly and adjust small group supports accordingly.

Strategy's Expected Result/Impact: Data will inform decisions on tiering, interventions, accommodations, and reteaching.

Staff Responsible for Monitoring: Principal, API's

Problem Statements: Student Learning 2

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Provide targeted PD on scaffolds and accommodations aligned to TEKS.

Strategy's Expected Result/Impact: Teachers will have enhanced capacity for scaffolding and accommodating for diverse learners.

Staff Responsible for Monitoring: Principal, API's

Problem Statements: Student Learning 2 - School Processes & Programs 2

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

100% of students receive differentiated enrichment and remediation through Academic Block

Strategy's Expected Result/Impact: Students have opportunities to access instruction that supports their learning and attainment of individualized growth goals.

Staff Responsible for Monitoring: R. Castaneda, B. Hernandez, J. Martinez, R. Rodriguez

Problem Statements: Student Learning 2

Formative Reviews

November **March** **July**

Strategy 4

Provide accelerated instruction via academic block (45 minutes daily) and tutorials (70 Minutes after school; 60 minutes on Saturdays)

Strategy's Expected Result/Impact: 100% of HB1416 students will complete accelerated learning minutes prior to March.

Staff Responsible for Monitoring: R. Castaneda

Formative Reviews

November	March	July

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Subgroup performance--especially among English learners and students with disabilities--lags behind general education peers, contributing to widening achievement gaps in reading, math, and science.	Current small group and intervention efforts are insufficiently differentiated or targeted to subgroup needs. A lack of consistent use of longitudinal data and daily student trackers limits teachers' ability to adapt instruction based on student progress. Programs supporting subgroups (e.g., bilingual, SPED, RTI) lack alignment and coordination for sustained academic gains.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Professional learning and curriculum programs are inconsistently aligned to teacher needs, evaluation systems, and state testing standards, leading to gaps in instructional effectiveness and student outcomes.	PDs and course collaborations are often standardized, repetitive, or targeted at new teachers, leaving veteran staff unsupported. Curriculum programs (e.g., Wit & Wisdom, Eureka) lack full alignment to STAAR TEKS, teachers to supplement materials independently.

Performance Objective 5

70% of students meet DIBELs growth in Grades K-2

Evaluation Data Source: DIBELs Progress Monitoring

Strategy 1

Facilitate DIBELs Interventions daily during academic block

Strategy's Expected Result/Impact: Students will have access to aligned skills interventions recommended by amplify data.

Staff Responsible for Monitoring: K-2 API: R. Rodriguez

Problem Statements: Student Learning 1, 2

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Invest and monitor staff in conucting DIBELS Progress Monitoring on bi-weekly cycles.

Strategy's Expected Result/Impact: Ensure students have access to data-driven interventions.

Staff Responsible for Monitoring: K-2 API: R. Rodriguez

Problem Statements: Student Learning 1, 2

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Our campus is struggling with the timely and effective implementation of the Response to Intervention (RTI) framework, especially for subgroups like students with disabilities and English learners. Delays in RTI implementation and inconsistent tracking systems are leading to gaps in monitoring student progress and providing the necessary interventions.	Delayed initiation of RTI, often due to staffing shortages or inconsistent scheduling. Inefficient tracking systems, making it difficult for teachers to consistently collect and analyze data on students' progress. Insufficient training and lack of clarity regarding RTI procedures, including how to identify struggling students early and how to ensure proper follow-up.
2	Subgroup performance--especially among English learners and students with disabilities--lags behind general education peers, contributing to widening achievement gaps in reading, math, and science.	Current small group and intervention efforts are insufficiently differentiated or targeted to subgroup needs. A lack of consistent use of longitudinal data and daily student trackers limits teachers' ability to adapt instruction based on student progress. Programs supporting subgroups (e.g., bilingual, SPED, RTI) lack alignment and coordination for sustained academic gains.

Performance Objective 6 ☑ High Priority

40% of EB students will meet composite growth on the 2026 TELPAS.

Evaluation Data Source: Mock Telpas, State TELPAS

Strategy 1

Provide Summit K-12 tutorials during Academic Block for all EB Students

Strategy's Expected Result/Impact: EB Students will have weekly practice opportunities aligned to the skills presented on the TELPAS Exam

Staff Responsible for Monitoring: R. Rodriguez

Problem Statements: Student Learning 2

Formative Reviews

No Progress

November **March** **July**

Strategy 2

Train staff and students on the TELPAS Exam Format and strategies for success

Strategy's Expected Result/Impact: Students and Staff will engage in instruction and practice activities aligned to TELPAS formatting and rigor.

Staff Responsible for Monitoring: R. Rodriguez

Problem Statements: Student Learning 2

Formative Reviews

No Progress

November **March** **July**

Strategy 3

Conduct weekly TELPAS PowerWalks focused on EB strategies

Strategy's Expected Result/Impact: 100% of EB students will have TELPAS practice aligned to content courses (Social Studies & Science)

Staff Responsible for Monitoring: Principal & API's

Problem Statements: School Processes & Programs 2

Formative Reviews

No Progress

November **March** **July**

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Subgroup performance--especially among English learners and students with disabilities--lags behind general education peers, contributing to widening achievement gaps in reading, math, and science.	Current small group and intervention efforts are insufficiently differentiated or targeted to subgroup needs. A lack of consistent use of longitudinal data and daily student trackers limits teachers' ability to adapt instruction based on student progress. Programs supporting subgroups (e.g., bilingual, SPED, RTI) lack alignment and coordination for sustained academic gains.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Professional learning and curriculum programs are inconsistently aligned to teacher needs, evaluation systems, and state testing standards, leading to gaps in instructional effectiveness and student outcomes.	PDs and course collaborations are often standardized, repetitive, or targeted at new teachers, leaving veteran staff unsupported. Curriculum programs (e.g., Wit & Wisdom, Eureka) lack full alignment to STAAR TEKS, teachers to supplement materials independently.

Goal 2 Launch a unified MTSS system to provide timely, tiered support in academics and behavior.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

100% of students in Tier 2 and Tier 3 will receive progress-monitored interventions, with 75% demonstrating growth by EOY on summative assessments (Final Exams for K-2, STAAR for 3-5).

Evaluation Data Source: District Summative Assessments (Semester Exam, Final Exams, Mock Exams), STAAR Exams, Formative Assessments (Daily Exit Tickets, Unit Exams, Module Exams)

Strategy 1

Create progress monitoring systems, hold bi-weekly MTSS meetings, and define intervention tier movement, Integrate

Strategy's Expected Result/Impact: Students in Tier 2 and 3 interventions will be afforded equitable and consistent access to accommodations and scaffolds to provide access to attainable academic, social, and emotional growth and outcomes.

Staff Responsible for Monitoring: Principals and Assistant Principals

Problem Statements: Demographics 1 - Student Learning 1

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Integrate MTSS into existing systems like SWAMs, Tactical, and Grade Team Meetings

Strategy's Expected Result/Impact: Streamlining systems will ensure fidelity to consistent MTSS Implementation

Problem Statements: Student Learning 1

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

Train all staff during BOY PD and monitor implementation weekly through lesson plan feedback, weekly data meetings, and check-ins.

Strategy's Expected Result/Impact: Teachers and leaders will leverage existing systems to focus planning, data analysis, and coaching with MTSS Frameworks in mind.

Problem Statements: Student Learning 1

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Chronic absenteeism and frequent early dismissals, particularly in lower grade levels and among certain student populations, are negatively affecting academic outcomes and continuity of instruction.	Chronic absenteeism is driven by limited enforcement of attendance policies, a lack of early, data-informed interventions, and weak parent communication and accountability systems. External factors like transportation issues and family hardships further contribute, often without adequate support or accommodations.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Our campus is struggling with the timely and effective implementation of the Response to Intervention (RTI) framework, especially for subgroups like students with disabilities and English learners. Delays in RTI implementation and inconsistent tracking systems are leading to gaps in monitoring student progress and providing the necessary interventions.	Delayed initiation of RTI, often due to staffing shortages or inconsistent scheduling. Inefficient tracking systems, making it difficult for teachers to consistently collect and analyze data on students' progress. Insufficient training and lack of clarity regarding RTI procedures, including how to identify struggling students early and how to ensure proper follow-up.

Goal 3 Reduce Chronic Absenteeism to Improve Student Access to Instruction

Performance Objective 1 ☑ High Priority

By May 2026, decrease the percentage of students who are chronically absent (missing 10% or more of school days) from current level (12.41%) to 8%.

Evaluation Data Source: MTSS ADA meeting agendas, attendance call logs, parent meeting trackers, incentive program documentation, Monthly ADA reports

Strategy 1

Integrate absenteeism alerts into MTSS data meetings to proactively address attendance as a Tier 1 priority.

Strategy's Expected Result/Impact: Families will be informed on their child's academic progress and attendance correlation.

Staff Responsible for Monitoring: APO, Principal, API's

Problem Statements: Demographics 1

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Reinforce strong attendance with student/classroom incentives,

Strategy's Expected Result/Impact: Students will be motivated to attend school through meaningful activities and celebrations designed to recognize their attendance.

Problem Statements: Demographics 1

Formative Reviews

	November	March	July
Some Progress			

Strategy 3

Host parent conferences in accordance with our ADA Escalation matrix, to educate parents on

the academic impact of attendance, the legal implications of chronic absenteeism, and initiate chronic absenteeism contracts and support plans.

Strategy's Expected Result/Impact: Parents will have the knowledge, skills, and resources to ensure their child is present at least 90% of the school year.

Staff Responsible for Monitoring: APO, API's, Principal

Problem Statements: Demographics 1

Formative Reviews

Some Progress		
November	**March**	**July**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Chronic absenteeism and frequent early dismissals, particularly in lower grade levels and among certain student populations, are negatively affecting academic outcomes and continuity of instruction.	Chronic absenteeism is driven by limited enforcement of attendance policies, a lack of early, data-informed interventions, and weak parent communication and accountability systems. External factors like transportation issues and family hardships further contribute, often without adequate support or accommodations.

Performance Objective 2 ☑ High Priority

By May 2026, Alamo Academy & College Prep will have an overall ADA of 95.47%.

Evaluation Data Source: ADA Data Reports from Power School, ADA PowerBI

Strategy 1

Utilize weekly data to identify high focus groups for each weekly cycle of ADA huddles [10% - 11% Chronically Absent]

Strategy's Expected Result/Impact: Remove students from being considered chronically absent

Staff Responsible for Monitoring: APO: R. Garza,
Grade Level Administrators (API's & Academy Lead Team)

Formative Reviews

No Progress

November **March** **July**

Strategy 2

Conduct daily ADA huddles

Strategy's Expected Result/Impact: To prevent absenteeism and offer supportive measures to maximize daily attendance.

Staff Responsible for Monitoring: APO: R. Garza

Formative Reviews

No Progress

November **March** **July**

Strategy 3

Hold Monthly ADA Incentives and Challenges

Strategy's Expected Result/Impact: To promote and incentivize attendance for Grades K-12

Staff Responsible for Monitoring: APO: R. Garza

Formative Reviews

No Progress

November **March** **July**

Strategy 4

Hold parent meetings and issue attendance contracts following the district ADA escalation matrix

Strategy's Expected Result/Impact: To foster accountability, awareness, and parent involvement regarding ADA

Staff Responsible for Monitoring: APO: R. Garza

Formative Reviews

No Progress

November	March	July

Goal 4 Build a positive, consistent, and safe school culture across all classrooms.

Performance Objective 1

Respond to 100% of violent threats with our district normed response protocol within 24 hours.

Evaluation Data Source: PBIS Behavior Reports, PBIS Behavior Response System, Suspension Reports, Re-Entry Meeting Notes & Agenda's

Strategy 1

Provide quarterly staff training on trauma-informed practices, de-escalation techniques, and IDEA's Code of Conduct protocols for violent behavior and Partner with counselors to implement restorative circles and social-emotional learning sessions following any violent incidents.

Strategy's Expected Result/Impact: Staff will be equipped with knowledge and skills to support students through emotions, violent outburts, and threats.

Problem Statements: Perceptions 1

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Only 49% of staff feel favoritism and retaliation are avoided, highlighting a deeper cultural issue that impacts unity.	Perceived inequities in leadership practices, leading to mistrust among staff.

Performance Objective 2

Achieve 90% Student Persistence from the 25-26 to the 26-27 SY.

Strategy 1

Re-norm expectations in BOY PD using the campus Culture Vision, leverage culture rounds to monitor and coach behavior system implementation, leverage team leaders to reinforce

consequence ladder fidelity.

Strategy's Expected Result/Impact: Reduce classroom disruptions and build positive relationships between leaders, teachers, and students.

Staff Responsible for Monitoring: School Counselor, API's, Principal

Problem Statements: Perceptions 1

Formative Reviews

November **March** **July**

Strategy 2

Conduct weekly Culture Rounds to monitor PBIS fidelity and coach staff as needed.

Strategy's Expected Result/Impact: GET 2 data will be collected, analyzed, and synthesized to determine aligned PD to build teacher capacity in establishing positive classroom environments.

Staff Responsible for Monitoring: Principal, API's

Problem Statements: Perceptions 1

Formative Reviews

November **March** **July**

Strategy 3

Decrease classroom disruptions by 30% and increase positive-to-corrective feedback ratios in walkthroughs by Q3.

Staff Responsible for Monitoring: School Counselor: A. Castillo

Problem Statements: Demographics 1

Formative Reviews

No Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Chronic absenteeism and frequent early dismissals, particularly in lower grade levels and among certain student populations, are negatively affecting academic outcomes and continuity of instruction.	Chronic absenteeism is driven by limited enforcement of attendance policies, a lack of early, data-informed interventions, and weak parent communication and accountability systems. External factors like transportation issues and family hardships further contribute, often without adequate support or accommodations.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Only 49% of staff feel favoritism and retaliation are avoided, highlighting a deeper cultural issue that impacts unity.	Perceived inequities in leadership practices, leading to mistrust among staff.

Goal 5 Rebuild Staff Trust in Leadership and Professional Development

Performance Objective 1 ☑ High Priority

Increase agreement on the staff survey statement "IDEA Alamo leadership avoids favoritism and politicking" from 49% to 70% on the AEES.

Evaluation Data Source: AEES questionnaire, internal staff surveys, quarterly touchpoints with principal

Strategy 1

Host quarterly staff listening tours to obtain staff feedback, synthesize data to adjust leadership practices and coaching cycles.

Strategy's Expected Result/Impact: Build transparency and trust between teachers, their managers, and campus leadership

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 1

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Develop systems for consistent, equitable staff recognition and feedback collection.

Strategy's Expected Result/Impact: Ensure that all staff feel seen, celebrated, and supported.

Problem Statements: Perceptions 1

Formative Reviews

	November	March	July
Moderate Progress			

Strategy 3

Involve teachers, team leaders, and content leaders in the hiring process.

Strategy's Expected Result/Impact: Staff will have opportunities to engage in our hiring process, ensuring effective hirning and buy-in from existing stakeholders.

Problem Statements: School Processes & Programs 1

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	The current hiring and onboarding process lacks campus-level input, which results in misalignment between new hires' instructional capacity and campus-specific culture, vision, and needs.	Teachers are not informed or engaged in recruiting high-quality educators aligned to team dynamics and instructional expectations.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Only 49% of staff feel favoritism and retaliation are avoided, highlighting a deeper cultural issue that impacts unity.	Perceived inequities in leadership practices, leading to mistrust among staff.

Performance Objective 2

Attain 90% staff satisfaction with campus-led PD sessions on internal feedback surveys.

Evaluation Data Source: PD Feedback surveys

Strategy 1

Align campus PD to student needs, as indicated by data.

Strategy's Expected Result/Impact: Ensure PD supports teachers in their work in empowering and uplifting student outcomes.

Problem Statements: School Processes & Programs 2

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Professional learning and curriculum programs are inconsistently aligned to teacher needs, evaluation systems, and state testing standards, leading to gaps in instructional effectiveness and student outcomes.	PDs and course collaborations are often standardized, repetitive, or targeted at new teachers, leaving veteran staff unsupported. Curriculum programs (e.g., Wit & Wisdom, Eureka) lack full alignment to STAAR TEKS, teachers to supplement materials independently.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
APRIL GOMEZ	COTEACHER	School-wide Program	1
DORIA Isela GONZALEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
JACQUELINE TAFOLLA	COTEACHER	School-wide Program	1
MARIELLA LOPEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
NAOMI TAMARA DIAZ	COTEACHER	School-wide Program	1
VERONICA RAMIREZ	COTEACHER	School-wide Program	1

IDEA Public Schools

Alamo College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:23 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Goals 4

Goal 1 : Increase Domain 1 Student Achievement 5

Goal 2 : MTSS Implementation with fidelity 8

Goal 3 : Increase School Culture - GET 2 Proficiency 11

Goal 4 : Increase Average Daily Attendance (ADA) 14

Goal 5 : Increase Staff Wellness and Work-Life Balance 16

Title I Summary 17

Title I Personnel 18

Goals

Goal 1 Increase Domain 1 Student Achievement

Performance Objective 1 ☑ High Priority

Increase Domain 1 student achievement from 42 to 50 by improving STAAR performance across 6th and 7th grade math.

Evaluation Data Source: Semester Exam, Mock Exam, STAAR Exam

Strategy 1

Use assessment data to create targeted math performance-based cohorts for students in grades 6-8, ensuring instruction is delivered at each student's appropriate level.

Strategy's Expected Result/Impact: Increase math student achivement average

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Implement strong daily exit tickets and "dress rehearsal" reviews with math teachers to analyze student data and plan next-day reteaching and instruction.

Strategy's Expected Result/Impact: Increase student achivement score

Staff Responsible for Monitoring: Content Leader: Brian Gamas

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2

Increase the percentage of Special Education students meeting the "Approaches Grade Level" standard on STAAR assessments by 5 percentage points.

Evaluation Data Source: Semester Exam, Mock Exam, STAAR Exam

Strategy 1

Ensure fidelity to IEP accommodations through regular SPED walkthroughs and coaching.

Strategy's Expected Result/Impact: Increse SPED STAAR Results

Staff Responsible for Monitoring: API- Sandra Salinas

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Provide targeted support for SPED students in core content areas through a combination of direct instruction and small-group teaching, while increasing SPED teacher pull-out time to strengthen and reinforce classroom learning.

Strategy's Expected Result/Impact: Increase STAAR SPED results

Staff Responsible for Monitoring: API-Sandra Salinas

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3

Increase the Domain 1 Achievement average in RLA to 50 across 6th-10th grade STAAR/EOC assessments.

Evaluation Data Source: IA's/Assessments/STAAR

Strategy 1

Use assessment data to create targeted RLA performance-based cohorts for students in grades 6-8, ensuring instruction is delivered at each student's appropriate level

Strategy's Expected Result/Impact: Increase RLA SAS

Staff Responsible for Monitoring: A. San Miguel

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Implement strong daily exit tickets and "dress rehearsal" reviews with RLA teachers to analyze student data and plan next-day reteaching and instruction.

Strategy's Expected Result/Impact: Increase student RLA SAS

Staff Responsible for Monitoring: A. San Miguel

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November **March** **July**

Goal 2 MTSS Implementation with fidelity

Performance Objective 1 ☑ High Priority

By May 2026, Implement MTSS campus-wide, with 100% of core teachers using progress monitoring to support struggling students. Tier 2 & 3 student will show growth on their end of year exams.

Evaluation Data Source: ADA, Semester Exams, Mock Exams, Assessments, Safer Smarter Schools

Strategy 1

Train all core teachers on MTSS protocols and progress-monitoring tools, including the use of AI and PS tracking to support data-driven decision-making.

Strategy's Expected Result/Impact: Support Tier 2 & 3 students

Staff Responsible for Monitoring: Principal- Maria Charles

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Conduct bi-weekly data meetings to review Tier 2 and Tier 3 student progress and adjust interventions.

Strategy's Expected Result/Impact: Increase student performance

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2

IDEA Alamo CP will close the 2025-2026 school year with an Average Daily Attendance (ADA) rate of 95.48%.

Evaluation Data Source: ADA

Strategy 1

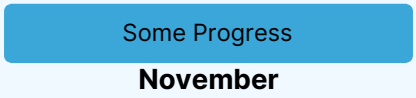
Establish an attendance team to monitor chronic absenteeism and implement personalized intervention plans.

Strategy's Expected Result/Impact: Increase student achivement data

Staff Responsible for Monitoring: APO- Rebecca Garza

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews



Strategy 2

Conduct daily ADA huddles to review student absences, identify trends, and ensure timely communication with families about the importance of consistent attendance.

Strategy's Expected Result/Impact: ADA Increase

Staff Responsible for Monitoring: Rebecca Garza

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 3

May 2026, implement a violence prevention and intervention plan within the MTSS framework, ensuring that 100% of Tier 2 and Tier 3 behavioral incidents are addressed with documented interventions, restorative practices, and follow-up support.

Evaluation Data Source: ADA, Semester Exams, Mock Exams, assessments, Safer Smarter Schools lessons.

Strategy 1

Train staff on restorative practices and de-escalation strategies.

Strategy's Expected Result/Impact: Reduce the number of behavior issues.

Staff Responsible for Monitoring: Principal- Maria Charles

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Increase student persistence by building strong, positive relationships with Tier 2 and Tier 3 students to support improved behavior and engagement.

Strategy's Expected Result/Impact: Decrease behavior issues

Staff Responsible for Monitoring: Sally Jalili

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Some Progress		

Goal 3 Increase School Culture - GET 2 Proficiency

Performance Objective 1 ☑ High Priority

By May 2026, 90% of teachers will be proficient on GET 2: Culture, based on end-of-year rubric evaluations.

Evaluation Data Source: GET

Strategy 1

Provide coaching and feedback aligned to GET 2 expectations during culture rounds.

Strategy's Expected Result/Impact: Increase school culture

Staff Responsible for Monitoring: API- Alexandra San Miguel

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2

By May 2026, increase parent participation in school events and academic meetings by 10%, as measured by sign-in sheets, surveys.

Evaluation Data Source: Engagement logs

Strategy 1

Host monthly family engagement events and academic workshops.

Strategy's Expected Result/Impact: Increase family engagement

Staff Responsible for Monitoring: School Counselor- Sally Jalili

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Some Progress

November | March | July

Performance Objective 3

Implement the PBIS framework with fidelity, ensuring that 100% of teachers consistently use PBIS practices and award points to reinforce positive student behavior.

Evaluation Data Source: PBIS Points

Strategy 1

Train all staff on PBIS expectations and classroom management strategies.

Strategy's Expected Result/Impact: decrease student misbehavior

Staff Responsible for Monitoring: School Counselor- Sally Jaili

Formative Reviews

Some Progress

November | March | July

Performance Objective 4

90% of Students will persist at IDEA Alamo for the 26-27 School Year

Evaluation Data Source: Persistence Tracking

Strategy 1

Build strong relationships with students on the Mission List and maintain consistent communication with their families throughout the school year.

Strategy's Expected Result/Impact: Increase student persistence

Staff Responsible for Monitoring: S. Jalili

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Goal 4 Increase Average Daily Attendance (ADA)

Performance Objective 1 ☑ High Priority

Raise ADA from 95.54% to 95.6%, focusing on attendance interventions for 8th and 11th grade.

Evaluation Data Source: ADA

Strategy 1

Implement grade-level attendance treacker that is monitored daily.

Strategy's Expected Result/Impact: Incrase ADA

Staff Responsible for Monitoring: APO- Rebecca Garza

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Create monthly ADA incentives to motivate students to attend school every day.

Strategy's Expected Result/Impact: Increase ADA

Staff Responsible for Monitoring: Rebecca Garza- APO

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November **March** **July**

Performance Objective 2

100% of students in grades with Physical Education will complete the state-required FitnessGram assessment, with results used to inform campus wellness initiatives and promote physical health.

Evaluation Data Source: Fitness Gram, ADA

Strategy 1

Use FitnessGram data to design student wellness and physical activity programs.

Strategy's Expected Result/Impact: Increase MVPA Minutes

Staff Responsible for Monitoring: API- Sandra Salinas

TEA Priorities: Connect high school to career and college

Formative Reviews

	November	March	July
Some Progress			

Goal 5 Increase Staff Wellness and Work-Life Balance

Performance Objective 1 ☑ High Priority

By May 2026, increase staff agreement that IDEA is:
- a mentally/emotionally healthy workplace from 48% to 50%, and
- supportive of work-life balance from 52% to 54%, per staff survey.

Evaluation Data Source: AEES Survey

Strategy 1

Provide additional planning time and maximize work time during staff workdays with clear deliverables to support teacher work-life balance.

Strategy's Expected Result/Impact: Increase teacher retention

Staff Responsible for Monitoring: Principal- Maria Charles

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Have semester touchpoints with all teachers

Strategy's Expected Result/Impact: Increase teacher retention

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

	November	March	July
Moderate Progress			

Title I Summary

Title I Personnel

Name	Position	Program	FTE
BERNARDINA VELDA GARCIA	TEACHER - INTERVENTIONIST	School-wide Program	1
CHRISTINA MARIE MONTALVO	TEACHER - INTERVENTIONIST	School-wide Program	1
MARIA G RODRIGUEZ PANTOJA	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Ambrose & Freda Robinson Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:43 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 18

Support Systems and Other Data 18

Goals 19

Goal 1 : At Robinson Academy we will increase STAAR meets outcomes in ELA and Math 20

Goal 2 : Meet our 25-26 Student Persistence Growth Goal 24

Goal 3 : Increase student daily attendance 26

Goal 4 : Increase staff retention 28

Goal 5 : Increase student enrollment 30

Title I Summary 31

Title I Personnel 32

Funding Summary 33

SCE Accelerated Instruction (PIC 24) 34

IDEA-B (4130) 34

State SPED (PIC 23) 34

State BESL (PIC 25) 34

Title I Parent Reservation (4120-PAR) 35

Comprehensive Needs Assessment

Demographics

Summary

IDEA Robinson Academy is a public charter school located on the west side of San Antonio that currently provides high quality education for grades K-5 in the San Antonio Region. Our mission is to ensure that we are closing the achievement gap by getting scholars to achieve academic success by having scholars end the year on or above grade level year after year and to ensure mastery on all state assessments. Doing so, ensures we are fulling our mission of 100% of our scholars getting to and through college.

Strengths

We serve a diverse group of families and scholars in which we strive to create a learning environment to meet all their needs. Attendance incentives were a lot stronger and more consistent in 24-25 which led to an increased daily attendance and hitting our ADA goal. Arrival and dismissal processes are very smooth and prioritize getting scholars home safely and quickly.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	We serve a population that includes special education students and students who are behind academically. Those sub groups of students are underperforming on internal and state exams compared to their peers.	The leaders and the special education team prioritize scholars who need behavior support and not the systems to improve their academic performance.
2 ★	Parents were eager and excited to help on campus, but there were limited opportunities for them to volunteer and support on campus.	As leaders we didn't discuss ways in which to involve parents and ask for support. Additionally, safety and security limitations restricted when and how we could leverage parent support.
3	Our young scholars need opportunities to get outside and have play time during recess. There are limited recess areas for students outside and opportunities for them to be outdoors.	With vastly different enrollment in every grade level, we typically do not consider the different adjustments that need to be made for those grades who have more homerooms.

★ = Priority

Student Learning

Summary

For the 24-25 school year, one of our driving goal was to ensure that we had at least 70% of our K-2 scholars end the school year hitting their DIBELS growth goal and that we hit 90/60/30 on state assessments. Other instructional goals have been to hit at least 90/60/30 on our district EOY Final exams. This year, we saw a significant decrease in performance for our academy scholars taking the STAAR and the DIBELS exam.

Strengths

Our staff did an excellent job of creating heat maps of students after our March Mock Exams to identify how to challenge and support each student the way they needed. There was also a strong implementation of tutoring and Saturday Schools in response to the data in an attempt to close foundational gaps for students.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Our campus goal is to have 70% of all K-2 scholars end the year on hitting their DIBELS growth goal. We only had 7% of scholars meet goal by the last day of school.	With the new goal around Direct Instruction, we struggled to properly respond to the mid year DIBELS scores to ensure we were properly closing gaps. Additionally, we had inconsistent teachers due to staffing adjustments and FMLA. (Kinder teacher (Rodriguez) had no co teacher, Monique supported in 4/5th, Botello had 2 vacancies on her team).
2 ★	Our sub population of student who have special education services underperformed and were not able to hit their goals.	There currently a lack of clear behavior management system with incentives for our scholars who struggle with behavior. There is also a lack of systems for special education teachers and general education teachers to partner together.

★ = Priority

School Processes & Programs

Summary

All instructional staff are provided the necessary training to effectively deliver their content specific subjects before the school year begins. Instructional staff engage in year long professional envelopment led by campus Principals or Assistant Principals to enhance their skills to ensure academic results are met. Leaders engage in their own leadership development to ensure they are coaching and providing consistent feedback to staff. All stakeholders are required to consistently communicate with each other to support our scholars learning and behavioral needs and to adjust as needed.

Strengths

1. Our campus consistently follows and engages in district safety protocols that ensures the safety of our scholars, staff, and community.

2. Robinson has strong and consistent operational systems (for example: arrival, dismissal, attendance, etc.)

3. Communication systems at IDEA Robinson are effective (for example: clearly labeled teams chats, communication logs for teachers, newsletters to families, etc.)

4. We provide our community with monthly engagement events to build strong partnerships.

5. We have consistent feedback operating mechanisms to support our teachers ongoing professional development.

6. Our staff successfully used technology to incorporate engaging and aligned work to prepare students for online exams.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	There was a lack of clarity and accountability on many systems (lesson plans, behavior referrals, when scholars come out of uniform).	With changing staffing models and leadership throughout the year, many expectations became unclear with minimal accountability.
2 ★	While we have a campus behavior plan, the implementation of the plan was inconsistent in every classroom and gave each grade level a different experience when responding to behavior.	With our new leadership team, we failed to have a clear vision and plan for behavior response and train the teachers on our new expectations.
3	Teachers struggled with maintaining proficiency expectations for classroom culture management for GET ratings in guidepost 2.	We failed to require staff to engage in practice sessions to build their proficiency skill level in Guideposts (2) as a professional learning requirement and to support accountability throughout the whole year.

★ = Priority

Perceptions

Summary

For the 24-25 school year, our campus staff retention for all staff stood at 87% as of the last day of school. Robinson also engaged in recruitment business partnerships to secure new scholars year round and we are currently on track for our enrollment target. Our overall scholar persistence for the 24-25 school year ended at 89% on the last day of school with a projected persistence above 80% on the first day of school.

Strengths

1. Robinson Academy teachers consistently met our campus expectation for weekly parent communication.

2. Our school community was informed of engagement events at least 4 weeks in advance to promote team and family.

3. We held weekly campus tours for any current or new prospective family to engage with campus principal and other lead team members.

4. We used various communication platforms to engage with parents and update parents on behavior and academic outcomes.

5. We celebrated scholars consistently with using PBIS points to promote positive behaviors.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	We had 40 leavers for campus culture for the 24-25 school year which accounts for 46% of the total leavers.	Social Needs (10) Extracurricular activities not offered (9) Lack of communication from admin or teachers (5)
2 ★	Specific scholars struggled with behavior for the entirety of the year and we could not find a solution to work long term.	There was inconsistent consequences and incentives for scholars with consistent behavior concerns. Not all scholars had a Behavior Intervention Plan.
3	Parents struggle to read all communication given by the school.	There are different modes of communication (Remind, newsletters, PBIS) and some messages can get lost.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Our campus goal is to have 70% of all K-2 scholars end the year on hitting their DIBELS growth goal. We only had 7% of scholars meet goal by the last day of school.	With the new goal around Direct Instruction, we struggled to properly respond to the mid year DIBELS scores to ensure we were properly closing gaps. Additionally, we had inconsistent teachers due to staffing adjustments and FMLA. (Kinder teacher (Rodriguez) had no co teacher, Monique supported in 4/5th, Botello had 2 vacancies on her team).
2 ★	We had 40 leavers for campus culture for the 24-25 school year which accounts for 46% of the total leavers.	Social Needs (10) Extracurricular activities not offered (9) Lack of communication from admin or teachers (5)
3 ★	Our sub population of student who have special education services underperformed and were not able to hit their goals.	There currently a lack of clear behavior management system with incentives for our scholars who struggle with behavior. There is also a lack of systems for special education teachers and general education teachers to partner together.
4 ★	We serve a population that includes special education students and students who are behind academically. Those sub groups of students are underperforming on internal and state exams compared to their peers.	The leaders and the special education team prioritize scholars who need behavior support and not the systems to improve their academic performance.
5 ★	Parents were eager and excited to help on campus, but there were limited opportunities for them to volunteer and support on campus.	As leaders we didn't discuss ways in which to involve parents and ask for support. Additionally, safety and security limitations restricted when and how we could leverage parent support.
6 ★	There was a lack of clarity and accountability on many systems (lesson plans, behavior referrals, when scholars come out of uniform).	With changing staffing models and leadership throughout the year, many expectations became unclear with minimal accountability.

7 ★	While we have a campus behavior plan, the implementation of the plan was inconsistent in every classroom and gave each grade level a different experience when responding to behavior.	With our new leadership team, we failed to have a clear vision and plan for behavior response and train the teachers on our new expectations.
8 ★	Specific scholars struggled with behavior for the entirety of the year and we could not find a solution to work long term.	There was inconsistent consequences and incentives for scholars with consistent behavior concerns. Not all scholars had a Behavior Intervention Plan.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

Goals

Goal 1 At Robinson Academy we will increase STAAR meets outcomes in ELA and Math

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Third-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 51% to 60% in reading and 34% to 44% in math n Spring 2026.

Evaluation Data Source: District Mock Exams
Mini Benchmarks

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Scholars who fall between the does not meet or approaches categories for STAAR reading results will attend AM or PM extended school day tutorial sessions.

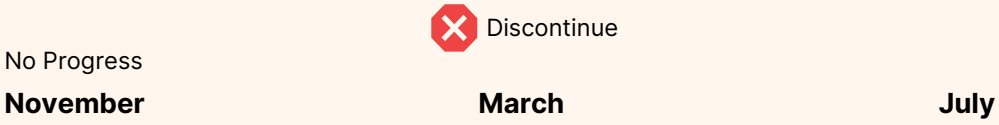
Strategy's Expected Result/Impact: At least 60% meets average in 3rd grade reading.

Staff Responsible for Monitoring: Principal and APIs

Funding Sources: HB1416 SCE Accelerated Instruction (PIC 24), 356/357, $5,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



Strategy 2

Scholars who fall between the does not meet or approaches categories for STAAR reading results will attend intervention supports during the instructional day at least 2x a week.

Strategy's Expected Result/Impact: At least 60% meets average in 3rd grade reading.

Staff Responsible for Monitoring: Principal, API, Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



November March July

Performance Objective 2 High Priority HB3 Goal

Fourth-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 34% to 44% in reading and 24% to 34% in math in Spring 2026.

Evaluation Data Source: District Mock Exams
Mini Benchmarks

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Scholars who fall between the does not meet or approaches categories for STAAR Math results will attend AM or PM extended school day tutorial sessions.

Strategy's Expected Result/Impact: At least 60% meets average in 3rd grade Math.

Staff Responsible for Monitoring: Principal and APIs

Funding Sources: HB1416 Tutoring SCE Accelerated Instruction (PIC 24), 356/357, $5,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	March	July
Moderate Progress	Discontinue	

Strategy 2

Scholars who fall between the does not meet or approaches categories for STAAR Math results will attend intervention supports during the instructional day at least 2x a week.

Strategy's Expected Result/Impact: At least 60% meets average in 3rd grade Math.

Staff Responsible for Monitoring: Principal, API, teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	March	July
Some Progress	Discontinue	

Performance Objective 3 High Priority HB3 Goal

Fifth 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 41% to 55% and in math from 19% to 29% in Spring 2026.

Evaluation Data Source: District Mock Exams

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

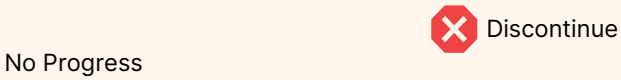
Scholars will engage in strategic tutoring sessions with our ELL coordinator and EL teachers increase or maintain their proficiency.

Strategy's Expected Result/Impact: 40% of scholars that take TELPAS will maintain or increase their proficiency levels.

Staff Responsible for Monitoring: Principal, TC and EL coordinator

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



Performance Objective 4

100% of AC identified scholars meet required minutes per House Bill 4545 (HB4545)

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

TEK aligned instruction provided during non-core content instructional time daily.

Strategy's Expected Result/Impact: 100% of HB4545 scholars meet their required minutes.

Staff Responsible for Monitoring: Principal and APIs

Funding Sources: HB1416 Tutoring SCE Accelerated Instruction (PIC 24), 356/357, $13,787.12

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 5

50% of AC SPED Students attain approaches in STAAR by June 2026 (TEC 11.253(d)(2))

Evaluation Data Source: District MOCK exams
Mini benchmarks

Summative Evaluation: Some progress made toward meeting Performance Objective

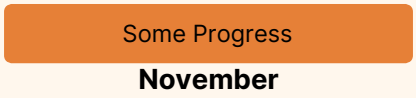
Strategy 1

Provide in class supports of SPED scholars.

Strategy's Expected Result/Impact: 50% of SPED scholars attain approaches status in STAAR.

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Goal 2 Meet our 25-26 Student Persistence Growth Goal

Performance Objective 1 ☑ High Priority

IA & CP: 100% of schools 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))

Evaluation Data Source: Attendance tracker

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

Strategy's Expected Result/Impact: 100% compliance with Title 1 Family Engagement requirements.

Staff Responsible for Monitoring: Principal and School Counselor

Funding Sources: Title I Parent Reservation (4120-PAR), $2,111.61

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

✓ Accomplished

November	March	July

Performance Objective 2

IA & CP: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Source: Attendance Tracker

Summative Evaluation: Met Performance Objective

Strategy 1

Have scholars engage in the Anti-Bullying and Safer, Smarter Schools Curriculum during designated electives times at least a month before deadline.

Strategy's Expected Result/Impact: 100% of scholars complete Anti-Bullying and Safer, Smarter Schools Curriculum.

Staff Responsible for Monitoring: Principal and School Counselor

TEA Priorities: Improve low-performing schools

Formative Reviews

Accomplished

November	March	July

Performance Objective 3

IA & CP: Meet the goal of 90% NTI persistence during the 25-26.

Evaluation Data Source: Power BI

Summative Evaluation: Significant progress made toward meeting Performance Objective

Goal 3 Increase student daily attendance

Performance Objective 1

AC students will reduce chronic absenteeism by 1.5%.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Utlize district tracking platform to track MVPA minutes.

Strategy's Expected Result/Impact: 100% of scholars will meet their MVPA minutes by the end of the school year.

Staff Responsible for Monitoring: Principal, API, and Campus PE teacher

TEA Priorities: Improve low-performing schools

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 ☑ High Priority

IDEA Robinson AC will achieve a 95% annual attendance rate for the 25-26 school year.

Evaluation Data Source: LOCUS dashboard
ADA Matrix Tracker

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Promote campus wide ADA incentives in all parent communication platforms.

Strategy's Expected Result/Impact: Scholars will be present everyday and the campus will meet ADA goal.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 3

IA & CP: Campus receive a score of proficient or higher on the campus safety scorecard for the 2025-2026 school year (TEC 11.253(d)(8))

Evaluation Data Source: Campus quarterly safety walkthroughs/evaluations.

Summative Evaluation: Met Performance Objective

Goal 4 Increase staff retention

Performance Objective 1 ☑ High Priority

IA & CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-2026 school year. Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Evaluation Data Source: District completion reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Set campus specific calendar invite deadlines two weeks in advance of any staff development cycle district deadline.

Strategy's Expected Result/Impact: 100% of full time staff will complete all staff development requirements.

Staff Responsible for Monitoring: Principal.

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy's Expected Result/Impact: 90% of my staff will be rated Proficient in GET strands by the end of year.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 2

IA & CP: IDEA Robinson AC is 100% staffed for all teacher positions throughout the 2025-2026 school year.
Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

Evaluation Data Source: Locus Dashboards

Summative Evaluation: Met Performance Objective

Strategy 1

Recruit and hire high quality candidates per role by using high quality resume criteria.

Strategy's Expected Result/Impact: Retain 85% of Robinson AC staff for the 23-24 school year.

Staff Responsible for Monitoring: Principal.

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Accomplished

November	March	July

Goal 5 Increase student enrollment

Performance Objective 1 ☑ High Priority

IDEA Robinson AC will meet be 100% scholar enrollment for the 24-25 school year by the 11th day of school.

Evaluation Data Source: STREAM dashboard

Summative Evaluation: Met Performance Objective

Strategy 1

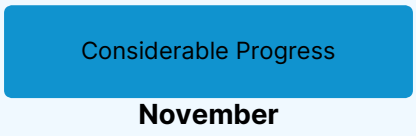
Have targeted weekly recruitment efforts to attract applications.

Strategy's Expected Result/Impact: 100% AC enrollment by 11th day of school.

Staff Responsible for Monitoring: Principal and APO

TEA Priorities: Build a foundation of reading and math

Formative Reviews



November March July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
BRENDA RENEE SALAZAR	COTEACHER	School-wide Program	1
JENNIFER MARIE VELA	COTEACHER	School-wide Program	1
Vacant	INTERVENTIONIST	School-wide Program	1
YOLANDA G MEZA	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	HB1416	356/357	$5,000.00
1	2	1	HB1416 Tutoring	356/357	$5,000.00
1	4	1	HB1416 Tutoring	356/357	$13,787.12
				Sub-Total	$23,787.12
				Budgeted Fund Source Amount	$22,617.28
				+/- Difference	**-$1,169.84**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,121.00
				+/- Difference	**$4,121.00**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,364.79
				+/- Difference	**$6,364.79**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,218.96
				+/- Difference	**$1,218.96**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	$2,111.61
				Sub-Total	$2,111.61
				Budgeted Fund Source Amount	$1,547.28
				+/- Difference	**-$564.33**

IDEA Public Schools

Ambrose & Freda Robinson College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:46 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 18

Support Systems and Other Data 18

Goals 19

Goal 1 : IDEA Robinson College Prep achieves an A Rating 20

Goal 2 : Increase student persistence 24

Goal 3 : Increase student daily attendance 26

Goal 4 : Increase staff retention 28

Goal 5 : Increase student enrollment 30

Title I Summary 32

Title I Personnel 33

Funding Summary 34

SCE Accelerated Instruction (PIC 24) 35

IDEA-B (4130) 35

State SPED (PIC 23) 35

State BESL (PIC 25) 35

Title I Parent Reservation (4120-PAR) 36

Comprehensive Needs Assessment

Demographics

Summary

IDEA Robinson College Prep is a public charter school located on the west side of San Antonio that currently provides high quality education for grades 6-8 in the San Antonio Region. Our mission is to ensure that we are closing the achievement gap by getting scholars to achieve academic success by having scholars end the year on or above grade level year after year and to ensure mastery on all state assessments. Doing so, ensures we are fulling our mission of 100% of our scholars getting to and through college.

Enrollment:

We have around 40 students per grade level in 6-8th grade.

Student Demographics

- 86% Hispanic
- 12% African American
- 12% White
- 2% Asian/Pacific Islander
- 1% American Indian

Staff Demographics

- 60% Hispanic
- 40% White

Income Status:

- 82% Low Income
- 18% Non-Low Income

We offer traditional middle courses, as well as entry level high school courses such as Algebra I, Biology I, and PE high school credit for 8th grade.

Strengths

We serve a diverse group of families and scholars in which we strive to create a learning environment to meet all their needs. Attendance incentives were a lot stronger and more consistent in 24-25 which led to an increased daily attendance and hitting our ADA goal. Arrival and dismissal processes are very smooth and prioritize getting scholars home safely and quickly.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	We serve a population that includes special education students and students who are behind academically. Those sub groups of students are underperforming on internal and state exams compared to their peers.	The leaders and the special education team prioritize scholars who need behavior support and not the systems to improve their academic performance.
2 ★	Parents were eager and excited to help on campus, but there were limited opportunities for them to volunteer and support on campus.	As leaders we didn't discuss ways in which to involve parents and ask for support. Additionally, safety and security limitations restricted when and how we could leverage parent support.

★ = Priority

Student Learning

Summary

Our STAAR data in our EOC tests (Biology and Algebra 1) was significantly above the district and state average, indicating that we are effectively preparing scholars for high school success in 8th grade. Our overall achievement average in CP is 52 which is the 3rd highest in IDEA San Antonio.

Strengths

Our staff did an excellent job of creating heat maps of students after our March Mock Exams to identify how to challenge and support each student the way they needed. There was also a strong implementation of tutoring and Saturday Schools in response to the data in an attempt to close foundational gaps for students.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Our 7th grade math scores were amongst the lowest in the region with an achievement score of 34.	The teacher poured more time and energy into interventions and support for Algebra 1 as it was an EOC course.
2 ★	Our sub population of student who have special education services underperformed and were not able to hit their goals.	There is a lack of training and accountability for gen ed and special education teachers to instructionally impact student outcomes and close academic gaps.

★ = Priority

School Processes & Programs

Summary

All instructional staff are provided the necessary training to effectively deliver their content specific subjects before the school year begins. Instructional staff engage in year long professional envelopment led by campus Principals or Assistant Principals to enhance their skills to ensure academic results are met. Leaders engage in their own leadership development to ensure they are coaching and providing consistent feedback to staff. All stakeholders are required to consistently communicate with each other to support our scholars learning and behavioral needs and to adjust as needed.

Strengths

1. Our campus consistently follows and engages in district safety protocols that ensures the safety of our scholars, staff, and community.

2. Robinson has strong and consistent operational systems (for example: arrival, dismissal, attendance, etc.)

3. Communication systems at IDEA Robinson are effective (for example: clearly labeled teams chats, communication logs for teachers, newsletters to families, etc.)

4. We provide our community with monthly engagement events to build strong partnerships.

5. We have consistent feedback operating mechanisms to support our teachers ongoing professional development.

6. Our staff successfully used technology to incorporate engaging and aligned work to prepare students for online exams.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	There was a lack of clarity and accountability on many systems (lesson plans, behavior referrals, when scholars come out of uniform).	With changing staffing models and leadership throughout the year, many expectations became unclear with minimal accountability.
2 ★	While we have a campus behavior plan, the implementation of the plan was inconsistent in every classroom and gave each grade level a different experience when responding to behavior.	With our new leadership team, we failed to have a clear vision and plan for behavior response and train the teachers on our new expectations.

★ = Priority

Perceptions

Summary

For the 24-25 school year, our campus staff retention for all staff stood at 87% as of the last day of school. Robinson also engaged in recruitment business partnerships to secure new scholars year round and we are currently on track for our enrollment target. Our overall scholar persistence for the 24-25 school year ended at 97% on the last day of school with a projected persistence above 80% on the first day of school.

Strengths

1. Robinson College Prep teachers consistently met our campus expectation for weekly parent communication.

2. Our school community was informed of engagement events at least 4 weeks in advance to promote team and family.

3. We held weekly campus tours for any current or new prospective family to engage with campus principal and other lead team members.

4. We used various communication platforms to engage with parents and update parents on behavior and academic outcomes.

5. We celebrated scholars consistently with using PBIS points to promote positive behaviors.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	We had 40 leavers for campus culture for the 24-25 school year which accounts for 46% of the total leavers.	Social Needs (10) Extracurricular activities not offered (9) (Majority from 8th grade) Lack of communication from admin or teachers (5)
2 ★	Specific scholars struggled with behavior for the entirety of the year and we could not find a solution to work long term.	There was inconsistent consequences and incentives for scholars with consistent behavior concerns. Not all scholars had a Behavior Intervention Plan.
3	Parents struggle to read all communication given by the school.	There are different modes of communication (Remind, newsletters, PBIS) and some messages can get lost.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Parents were eager and excited to help on campus, but there were limited opportunities for them to volunteer and support on campus.	As leaders we didn't discuss ways in which to involve parents and ask for support. Additionally, safety and security limitations restricted when and how we could leverage parent support.
2 ★	Our 7th grade math scores were amongst the lowest in the region with an achievement score of 34.	The teacher poured more time and energy into interventions and support for Algebra 1 as it was an EOC course.
3 ★	Our sub population of student who have special education services underperformed and were not able to hit their goals.	There is a lack of training and accountability for gen ed and special education teachers to instructionally impact student outcomes and close academic gaps.
4 ★	There was a lack of clarity and accountability on many systems (lesson plans, behavior referrals, when scholars come out of uniform).	With changing staffing models and leadership throughout the year, many expectations became unclear with minimal accountability.
5 ★	We had 40 leavers for campus culture for the 24-25 school year which accounts for 46% of the total leavers.	Social Needs (10) Extracurricular activities not offered (9) (Majority from 8th grade) Lack of communication from admin or teachers (5)
6 ★	Specific scholars struggled with behavior for the entirety of the year and we could not find a solution to work long term.	There was inconsistent consequences and incentives for scholars with consistent behavior concerns. Not all scholars had a Behavior Intervention Plan.

7 ★	While we have a campus behavior plan, the implementation of the plan was inconsistent in every classroom and gave each grade level a different experience when responding to behavior.	With our new leadership team, we failed to have a clear vision and plan for behavior response and train the teachers on our new expectations.
8 ★	We serve a population that includes special education students and students who are behind academically. Those sub groups of students are underperforming on internal and state exams compared to their peers.	The leaders and the special education team prioritize scholars who need behavior support and not the systems to improve their academic performance.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**

Goals

Goal 1 IDEA Robinson College Prep achieves an A Rating

Performance Objective 1 ☑ High Priority

60% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Source: Mock TELPAS, TELPAS

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Strong TELPAS tracking system in place

Strategy's Expected Result/Impact: We will identify struggling students early and often.

Staff Responsible for Monitoring: Interventionist

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Strategy 2 ☑ Targeted Support Strategy

Differentiate intervention based on individual need

Strategy's Expected Result/Impact: Each ELL scholar will receive the "just right" intervention.

Staff Responsible for Monitoring: Interventionist

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

	November	March	July
Considerable Progress			

Strategy 3

100% of students will be targeted from day one of school and will have embedded minutes of extra instruction throughout the year through after school tutoring, during school tutoring, and track minutes in Power Teacher.

Funding Sources: General Supplies SCE Accelerated Instruction (PIC 24), 6399, $675.51, HB1416 SCE Accelerated Instruction (PIC 24), 356/357, $3,258.6

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2 ☑ High Priority

100% of identified scholars meet required minutes per House Bill 1416

Evaluation Data Source: HB1416 tracker

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Build HB4545 intervention into student's schedules using interventionist.

Strategy's Expected Result/Impact: There will be sufficient hours to close achievement gaps.

Staff Responsible for Monitoring: Principal

Funding Sources: HB1416 SCE Accelerated Instruction (PIC 24), 356/357, $3,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 3 ☑ High Priority

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

Evaluation Data Source: Mock Exams, STAAR

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy

Strong data monitoring system in place

Strategy's Expected Result/Impact: We will identify struggling students early and often.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November	March	July

Strategy 2 ☑ Targeted Support Strategy

Targeted and effective in-class supports

Strategy's Expected Result/Impact: We will provide the "just right" support.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November	March	July

Performance Objective 4 ☑ High Priority

School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing in preparation to be College and Career ready.

Evaluation Data Source: Mock Exams, STAAR

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

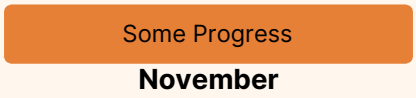
Strategy's Expected Result/Impact: Make timely shifts in instruction to increase student performance

Staff Responsible for Monitoring: Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



November March July

Strategy 2 ☑ Results Driven Accountability

Effective real time coaching of all teachers

Strategy's Expected Result/Impact: Make timely shifts in the moment to increase student performance

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews



November March July

Goal 2 Increase student persistence

Performance Objective 1

100% of schools 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))

Evaluation Data Source: attendance tracker

Strategy 1

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

Funding Sources: Title I Parent Reservation (4120-PAR), $675.51

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2

100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Source: Lesson Completion Tracker

Summative Evaluation: Met Performance Objective

Strategy 1

Schedule and train staff in advance of the lessons.

Strategy's Expected Result/Impact: All students receive effective anti-bullying instruction

Staff Responsible for Monitoring: Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



November	March	July

Performance Objective 3

IA and CP will meet 90% Persistence Goal for 25-26 school year.

Evaluation Data Source: Power BI

Summative Evaluation: Significant progress made toward meeting Performance Objective

Goal 3 Increase student daily attendance

Performance Objective 1 ☑ High Priority

IDEA Robinson College Prep will achieve a 95% annual attendance rate for the 25-26 school year

Evaluation Data Source: Daily attendance tracker

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

We will rewrite and follow an extensive ADA matrix

Strategy's Expected Result/Impact: Hold scholars and parents accountable for attendance.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2

100% of students from 6th-8th grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Evaluation Data Source: MVPA tracker

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Create and follow a effective tracking system for MVPA minutes.

Strategy's Expected Result/Impact: 100% of scholars track their progress

Staff Responsible for Monitoring: PE Teacher

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Goal 4 Increase staff retention

Performance Objective 1 ☑ High Priority

100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2026-26 school year.

Evaluation Data Source: Cornerstone

Summative Evaluation: Met Performance Objective

Strategy 1

Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy's Expected Result/Impact: Scholars show professional growth

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



November March July

Performance Objective 2

IDEA Robinson College Prep is 85% staffed for all teacher positions throughout the 2025-26 school year.

Summative Evaluation: Met Performance Objective

Strategy 1

recruit and hire high quality candidates per role by using high quality resume criteria

Strategy's Expected Result/Impact: Teachers are proficient or higher on GET by Dec.

Staff Responsible for Monitoring: principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Accomplished

November	March	July

Strategy 2

Maintain consistent support and coaching

Strategy's Expected Result/Impact: 100% of staff feel supported and professional developed

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November	March	July

Goal 5 Increase student enrollment

Performance Objective 1 ☑ High Priority

100% Enrollment by the 10th day of school.

Summative Evaluation: Met Performance Objective

Strategy 1

Create and follow solid recruitment plan involving all students

Strategy's Expected Result/Impact: increase the amount of school applications

Staff Responsible for Monitoring: APO

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Moderate Progress			

Strategy 2

Coach all staff around a compelling recruitment pitch

Strategy's Expected Result/Impact: each staff receive applications for the school

Staff Responsible for Monitoring: APO

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

	November	March	July
✓ Accomplished			

Performance Objective 2

IA & CP: Campus receive a score of proficient or higher on the campus safety scorecard for the 2025-2026 school year (TEC 11.253(d)(8))

Evaluation Data Source: Power BI

Summative Evaluation: Met Performance Objective

Title I Summary

Title I Personnel

Name	Position	Program	FTE
CLAIRE ELIZABETH PEGUES	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	General Supplies	6399	$675.51
1	1	3	HB1416	356/357	$3,258.60
1	2	1	HB1416	356/357	$3,000.00
				Sub-Total	$6,934.11
				Budgeted Fund Source Amount	$6,801.00
				+/- Difference	**-$133.11**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,213.13
				+/- Difference	**$2,213.13**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,418.13
				+/- Difference	**$3,418.13**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$311.83
				+/- Difference	**$311.83**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	$675.51
				Sub-Total	$675.51
				Budgeted Fund Source Amount	$465.27
				+/- Difference	**-$210.24**

IDEA Public Schools

AW Brown Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:23 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

IDEA AW Brown strives to ensure every child can and will succeed if given the opportunity.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

IDEA AW Brown is a place where all scholars are provided an inclusive learning environment that ignites them to excel to excellence academically, socially, and emotionally to and through college to improve our community and world.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Goals 4

Goal 1 : Lead A.W. Brown academy to increase student persistence by the end of the 25-... 5

Goal 2 : Increase students annual daily attendance 7

Goal 3 : Increase meets and masters of all STAAR tested grades 9

Goal 4 : A.W. Brown Academy will be fully enrolled by the 11th day of the 25-26 SY. 11

Goal 5 : IDEA A. W. Brown academy will fully implement the MTSS program across all gra... 12

Goal 6 : IDEA A.W. Brown Academy will maintain a majority of staff year over year. 13

Goals

Goal 1 Lead A.W. Brown academy to increase student persistence by the end of the 25-26 SY.

Performance Objective 1

Leaders will ensure 100% of teachers positively communicate weekly with parents utilizing Remind and PBIS.

Evaluation Data Source: Remind reports, PBIS reports, parent contact tracker.

Strategy 1

APIs conduct weekly data pulls from PBIS and Remind.

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 2

100% of teachers will implement the PBIS system awarding at least 10 points per week to all students.

Evaluation Data Source: PBIS reports

Strategy 1

APIs weekly track teacher input of PBIS points.

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 3

implement at least once a month house system mechanism to increase student belonging.

Evaluation Data Source: Student surveys BOY, MOY, EOY to provide feedback of house system and student ambassador programs.

Strategy 1

Implement a student ambassador program that is lead by parents to welcome and engage new students and families.

Strategy's Expected Result/Impact: Increase student belonging that increases student persistence.

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 4

Increase MVPA minutes as according to state guidelines.

Evaluation Data Source: MVPA trackers managed by Physical Education Teachers

Strategy 1

Quarterly track MVPA minutes with Physical Education coaches quarterly.

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 5

Implement violence and prevention program to improve student and staff safety at IDEA A. W. Brown.

Evaluation Data Source: MTW observations 1x per week by counselors.

Strategy 1

Counselors will track safer smarter schools implementation the first month of school.

Formative Reviews

November	March	July
Accomplished	Accomplished	

Goal 2 Increase students annual daily attendance

Performance Objective 1

Reduce chronic absenteeism by 10%

Strategy 1

Leaders track Chronic absenteeism daily.

Strategy's Expected Result/Impact: Less that 15% of students are chronically absent.

Formative Reviews

November	March	July
Accomplished	Accomplished	

Strategy 2

Utilizing ADA mechanisms to ensure daily support of families for ADA.

Strategy's Expected Result/Impact: 100% of ADA huddles happen daily resulting in 94.5% ADA by end of year.

Formative Reviews

November	March	July
Accomplished	Accomplished	

Performance Objective 2

Increased focus on Mondays, Fridays, and Holidays.

Evaluation Data Source: ADA tracker and phone log, tardy sign in sheets.

Strategy 1

Implement monthly incentives for students and parents to assist with the improvement of annual daily attendance.

Strategy's Expected Result/Impact: 94.5% ADA by end of 25-26 school year.

Formative Reviews

November	March	July
Accomplished	Accomplished	

Goal 3 Increase meets and masters of all STAAR tested grades

Performance Objective 1

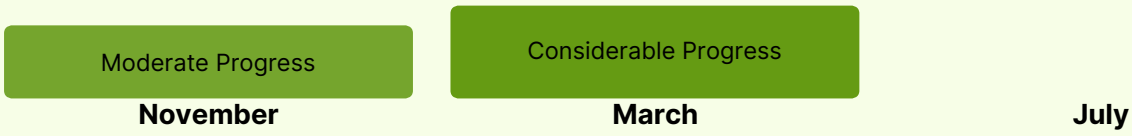
Lead A.W. Brown to increase by 20% in meets and 7% in masters performance bands as measured by STAAR for the 25-26 SY.

Strategy 1

APIs will ensure 100% of teachers are coached and developed in unit unpacking, Lesson panning, and lesson delivery as measured by GET 1B, 3, and 4.

Strategy's Expected Result/Impact: 80% of teacher proficiency in GET 1B, 3, and 4.

Formative Reviews

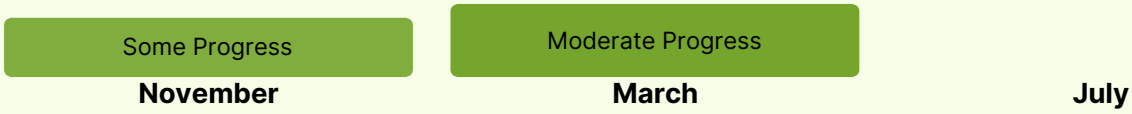


Strategy 2

100% of teachers receive at least bi-weekly coaching to improve planning and instructional delivery.

Strategy's Expected Result/Impact: 80% of teachers proficient in GET 1B, 3, and 4.

Formative Reviews

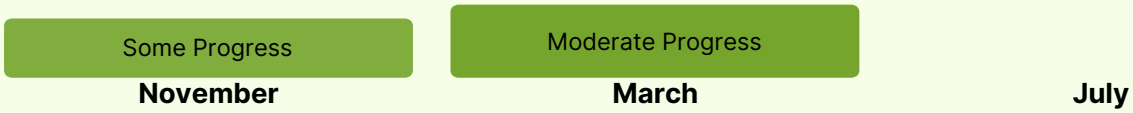


Strategy 3

50% of teachers will engage in "learning to lead" program allowing them to share best practice PDs during Tuesday Professional Development.

Strategy's Expected Result/Impact: Increased of AEES specifically around leadership opportunities.

Formative Reviews



Performance Objective 2

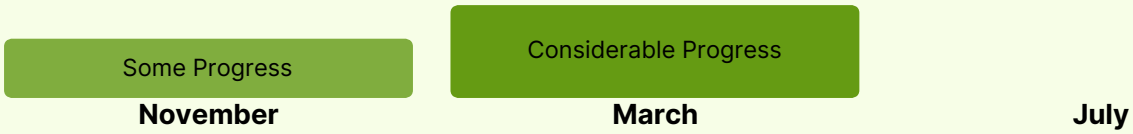
100% of SPED scholars will receive all allowable accommodations and/or modifications to increase SPED student achievement as evidenced by monthly completed and accurate campus accommodations snapshot submissions.

Evaluation Data Source: Snapshot tracker

Strategy 1

100% of teachers will ensure required accommodations are provided for students daily in alignment with their IEPs.

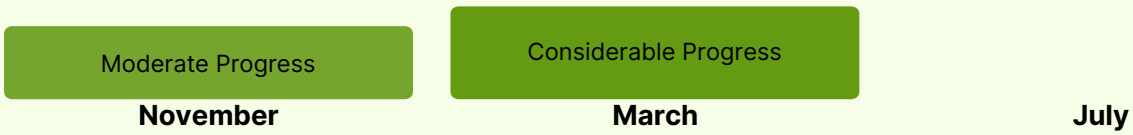
Formative Reviews



Strategy 2

Weekly collaboration of SPED and General ed teachers to ensure accommodations are implemented according to IEPs.

Formative Reviews



Goal 4 A.W. Brown Academy will be fully enrolled by the 11th day of the 25-26 SY.

Performance Objective 1

Increase enrollment of Hispanic population by 15% as compared to the 24-25 SY.

Strategy 1

Conduct monthly recruitment events to increase waitlist.

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Performance Objective 2

Increase Hispanic staff representation at IDEA A. W. Brown academy.

Goal 5

IDEA A. W. Brown academy will fully implement the MTSS program across all grade levels ensuring Tier 2 and Tier 3 supports.

Performance Objective 1

EL/EB students will grow by one performance level as measured by TELPAS scores from the 24-25 SY.

Strategy 1

EI/EB coordinator weekly monitor students engagement in Summit K-12.

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Performance Objective 2

100% implementation of quick start (weekly huddle of whole staff) to improve student and staff concerns.

Evaluation Data Source: Decrease in students discipline reports by 15%.

Performance Objective 3

Weekly MTSS meetings will be conducted lead by GTLs on the 2nd and 4th Mondays. Lead by the Principal or designee every 1st, 3rd, and 5th Monday

Evaluation Data Source: MTSS tracker

Goal 6 IDEA A.W. Brown Academy will maintain a majority of staff year over year.

Performance Objective 1

80% of staff will feel IDEA AWB Academy is a great place to work.

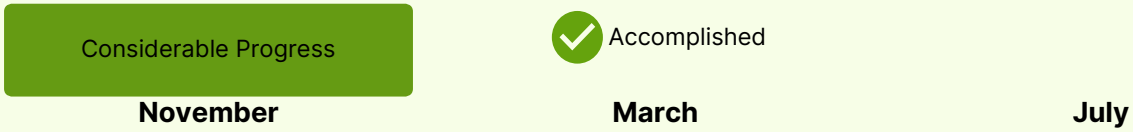
Evaluation Data Source: Employee experience survey.

Strategy 1

Conduct monthly think tanks and quarterly pulse check to provide staff voice to be heard.

Strategy's Expected Result/Impact: 80% of staff feel IDEA AW Brown is a great place to work.

Formative Reviews



Performance Objective 2

Provide growth and leadership opportunities

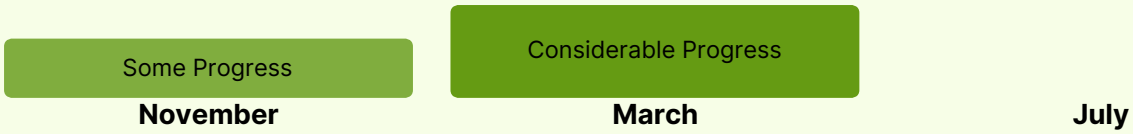
Evaluation Data Source: Quarterly campus surveys.

Strategy 1

Implement lead to learn opportunities for all staff to have an opportunity to engage in leadership.

Strategy's Expected Result/Impact: 60% of staff feel they have an opportunity to improve leadership skills.

Formative Reviews



IDEA Public Schools

AW Brown College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:24 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Goals 4

Goal 1 : Increase meets and masters for the 25-26 SY. 5

Goal 2 : Lead A. W. Brown CP to grow student persistence by the end of the 25-26 SY. 7

Goal 3 : Increase parent engagement for the 25-26 SY. 10

Goal 4 : IDEA A. W. Brown CP will fully implement the MTSS program across all grade lev... 11

Goal 5 : IDEA A. W. Brown CP will be fully enrolled by the 11th day of the 25-26 SY. 12

Goals

Goal 1 Increase meets and masters for the 25-26 SY.

Performance Objective 1

LEAD A.W. Brown CP to increase by 10% in meets and 5% in masters performance bands as measured by STAAR for the 25-26 SY.

Evaluation Data Source: ET data, district assessment data, and STAAR data.

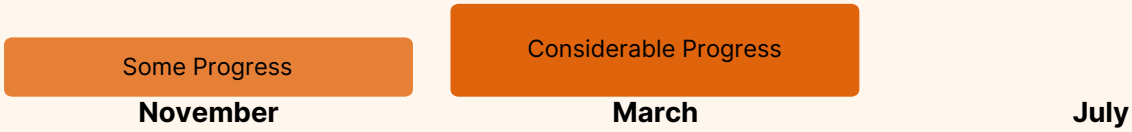
Strategy 1

Teachers and leaders to track students progress through exit ticket trackers and assessment trackers.

Strategy's Expected Result/Impact: Quarterly increases in meets and Masters by 2 to 5% from one test to the other.

Staff Responsible for Monitoring: APIs, Teachers,

Formative Reviews



Strategy 2

Analysis of major assessments and action step planning.

Strategy's Expected Result/Impact: Students will achieve Q1:60/30/10, Q2:70/40/15, Q3:80/50/25, and Q4:90/60/30

Staff Responsible for Monitoring: Teachers, APIs, Principal

Formative Reviews



Performance Objective 2

100% of SPED scholars will receive all allowable accommodations and/or modifications to increase SPED student achievement as evidenced by monthly completed and accurate campus accommodations snapshot submissions.

Evaluation Data Source: ET data, district assessment data, STAAR data

Goal 2 Lead A. W. Brown CP to grow student persistence by the end of the 25-26 SY.

Performance Objective 1

API's will ensure 100% of teachers positively communicate weekly with parents using REMIND and PBIS.

Strategy 1

Utilize programs for students to connect to campus. 80% of scholars will engage in a program.

Strategy's Expected Result/Impact: Q1:95% persistence, Q2:90% persistence, Q3:85% persistence, and Q4:80% persistence.

Staff Responsible for Monitoring: APO, APIs, Teachers

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Strategy 2

Data pulls weekly on teacher PBIS and Remind communication.

Strategy's Expected Result/Impact: Q1:95% persistence, Q2:90% persistence, Q3:85% persistence, and Q4:80% persistence.

Staff Responsible for Monitoring: APO, API, Teachers, Counselors

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Performance Objective 2

100% of teachers will implement the PBIS system awarding at least 10 points per week to all students.

Strategy 1

Weekly newsletter reflects teachers PBIS usage and points provided.

Strategy's Expected Result/Impact: Q1:95% persistence, Q2:90% persistence, Q3:85% persistence, and Q4:80% persistence.

Staff Responsible for Monitoring: APO, API, counselors, teachers

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 3

Implement at least once a month house system mechanism to increase student belonging.

Performance Objective 4

Increase MVPA minutes according to state guidelines.

Strategy 1

Tracking of MVPA minutes in gym and CTE principles of exercise.

Strategy's Expected Result/Impact: Q1: 50% of students are tracked Q2: 70% of students are tracked Q3: 80% of students are tracked and Q4: 100% of students are tracked.

Staff Responsible for Monitoring: PE coaches, CTE teachers, APIs

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 5

Implement violence and prevention programs to improve student and staff safety at IDEA A.W. Brown.

Strategy 1

Tracking of safer and smarter schools curriculum.

Formative Reviews

Accomplished	Accomplished	

November	March	July

Goal 3 Increase parent engagement for the 25-26 SY.

Performance Objective 1

Implement at least two parent engagement events per month for parents.

Strategy 1

The campus will hold one major school event each quarter. Grade levels will hold parent engagement events through out the year.

Strategy's Expected Result/Impact: Parent engaged grows by 10% for the 25-26 SY.

Staff Responsible for Monitoring: APIs, APO, Teachers, Counselors, Principal.

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Goal 4 IDEA A. W. Brown CP will fully implement the MTSS program across all grade levels ensuring Tier 2 and Tier 3 supports.

Performance Objective 1

EL/EB students will grow by one performance level as measured by TELPAS scores from the 24-25 SY.

Strategy 1

Weekly MTSS meetings. Principal Leads 1st, 3rd, and 5th Monday. GTLs lead 2nd, and 4th Monday.

Staff Responsible for Monitoring: API, APO, Counselors, Principal, Teachers

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 2

100% implementation of quick start (Weekly huddle of whole staff) to improve student and staff concerns.

Strategy 1

Principal or designee observe grade level huddles 7:00-7:05 am.

Strategy's Expected Result/Impact: Q1: 70% of grade level conduct huddles, Q2: 70% of grade levels conduct efficient huddles. Q3: 100% of grade level conduct efficient huddles. Q4: 100% of grade level maintain efficient huddles.

Staff Responsible for Monitoring: API, GTLs, Principal

Formative Reviews

November	March	July
Some Progress	Considerable Progress	

Goal 5 IDEA A. W. Brown CP will be fully enrolled by the 11th day of the 25-26 SY.

Performance Objective 1

Increase enrollment of Hispanic population by 15% as compared to the 24-25 SY.

Strategy 1

Tracking of new students and their persistence.

Staff Responsible for Monitoring: APO, counselors

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 2

Increase Hispanic staff representation at IDEA A.W Brown CP.

IDEA Public Schools

Bluff Springs Academy

Accountability Rating: D

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:47 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Data Documentation for CNA 13

Improvement Planning Data 14

Accountability Data 14

Student Data: Assessments 14

Student Data: Student Groups 14

Student Data: Behavior and Other Indicators 15

Employee Data 15

Parent/Community Data 15

Support Systems and Other Data 16

Goals 17

Goal 1 : Improve Student Persistence and Attendance 18

Goal 2 : Increase Staff Retention and Satisfaction 23

Goal 3 : Strengthen ELA and Writing and Math Achievement Across Grades 3-5 26

Goal 4 : Close Foundational Skill Gaps in K-2 Literacy and Math 30

Goal 5 : Increase Instructional Effectiveness and Student Ownership 33

Title I Summary 37

Title I Personnel 38

Comprehensive Needs Assessment

Demographics

Summary

Bluff Springs Academy, established in 2016, opened its doors with Kindergarten, 1st, and 2nd grades. Since then, we have grown into a full-scale K–5 primary campus serving nearly 500 students in South Austin. As an open-enrollment school, we are proud to serve a diverse and resilient community.

Currently, 86.15% (392 students) of our population is identified as economically disadvantaged—a slight decrease from the previous year, though this coincides with a lower overall enrollment for the 2024–25 school year. Our year-to-date attendance rate stands at 92.80%, marking a 1% increase from last year and successfully surpassing our campus goal of 91.9%.

While our overall attendance improved, chronic absenteeism increased from 18% to 21.3%, impacting approximately 108 students. Staff retention also saw a notable decline, dropping to 66%—a 20-point decrease from the previous year.

Despite these challenges, our student persistence goal of 71.9% was exceeded, with 88% of students returning, reflecting strong family commitment to our school community.

Strengths

Demographic Strengths

Total number of students served 24-25: 510

Ethnic Distribution:

African American: 7.52% (34)

Asian: 1.55% (7)

Hispanic: 83.41% (377)

2 or more races: .88% (4)

White: 6.64% (30)

Special Programs:

Sped: 9.96% (45)

Emergent Bilingual: 55.38% (252)

504: 1.33% (6)

EcoDis: 86.15% (392)

Non EcoDis: 13.85% (63)

At Risk New to IDEA: 63.16% (72)

At Risk Returning to IDEA: 76.05% (200)

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Despite meeting the overall attendance goal of 91.9% with a rate of 92.80%, chronic absenteeism increased from 18% to 21.3%, affecting approximately 108 students.	The increase in chronic absenteeism may be attributed to inconsistent follow-up systems for at-risk student groups (especially students new to IDEA and economically disadvantaged students), limited family engagement strategies to address root attendance barriers, and a lack of early intervention protocols targeting students with high absentee trends.
2	Bluff Springs Academy experienced a significant decrease in staff retention, dropping from the previous year's rate by 20%, resulting in only 66% of staff returning for the 24-25 school year.	The decline in staff retention is likely linked to burnout from increased responsibilities associated with supporting a high-need student population (86% EcoDis and 55% EB), insufficient targeted support for teacher development and well-being, and challenges in maintaining a sustainable and motivating campus culture during a period of rapid school growth and change.

★ = Priority

Student Learning

Summary

Here is a revised version of your message with improved clarity, structure, and professionalism:

IDEA Bluff Springs Academy continues to face challenges in math, particularly with students' mastery of foundational skills critical for future success. Despite these ongoing gaps, Math STAAR results for 3rd and 4th grade showed promising gains, with overall achievement increasing by 13% across both grade levels. Third grade improved from 22% to 35%, while fourth grade rose from 20% to 33%. These gains can be attributed in part to the addition of a dedicated math interventionist for 3rd–4th grade and the focused coaching provided by an assistant principal specifically supporting 3rd–5th grade math instruction.

In contrast, 5th grade math saw a decline, with overall achievement dropping to 36%—an 11-point decrease from the 2023–24 school year.

While math made progress in some areas, ELA performance declined. Third and fourth grade ELA scores dropped by 4%, with both grades ending the year at a 31% achievement rate after averaging 35% in the previous year. The most significant drop occurred in 5th grade ELA, where student achievement fell from last year's strong performance of 90/60/30 to just 53/25/16, resulting in an average of 32%. A notable contributing factor was the sharp increase in students receiving zeros on the writing portion of the exam, which negatively impacted overall scores despite solid performance on editing and revising sections.

In the lower grades, K–2 students are also struggling to meet growth expectations in Direct Instruction (DI). Based on DIBELS growth goals, only 15% of Kindergarten, 21% of 1st grade, and 35% of 2nd grade students met the target of making two years of growth. These early literacy gaps highlight the need for stronger foundational instruction and targeted support in primary grades.

Strengths

Here is a revised version of your paragraph with improved clarity, flow, and professionalism:

Emergent bilingual students demonstrated significant progress this year, supported by the implementation of targeted instructional strategies. There was a strong emphasis on vocabulary development, as well as speaking and listening skills, which helped strengthen language acquisition across content areas. Additional intervention support in reading, math, and dyslexia services further contributed to student growth. Teachers maximized their academic blocks to provide focused, small-group instruction and targeted interventions. Accelerated Learning (HB) intervention was implemented consistently in math, with students completing their required minutes on time throughout the year.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	ELA performance declined across 3rd-5th grades, with the most significant drop in 5th grade, where achievement fell from 90/60/30 to 53/25/16, largely due to low writing scores.	Students were not adequately prepared for the writing demands of the STAAR assessment, as instruction prioritized reading comprehension and revising/editing over writing composition. Additionally, limited student practice with on-demand writing tasks and insufficient feedback cycles led to a high number of zero scores on the written response, significantly lowering overall achievement.
2	Despite targeted math interventions and gains in 3rd and 4th grade, 5th grade math performance declined by 11 percentage points, and K-2 students are significantly behind in meeting early literacy growth goals.	There is a lack of consistent foundational skill development across grade levels, particularly in the early grades, which directly impacts student readiness for more complex content. While intervention efforts were strong in upper grades, limited early intervention in K-2, inconsistent mastery tracking, and insufficient instructional rigor in foundational math and literacy skills have contributed

★ = Priority

School Processes & Programs

Summary

At IDEA, the Guideposts for Excellent Teaching (GET) Rubric serves as a comprehensive tool for evaluation, coaching, and professional development. It provides objective, clearly defined criteria that allow teachers, coaches, and managers to assess instructional quality fairly and consistently across the network. The purpose of the GET Rubric is to guide educators in answering two key questions: “What am I doing well?” and “What can I adjust to improve my students' learning?”

The rubric assesses teacher performance across five Guideposts: **Content, Culture, Ownership, Using Data**, and **Beyond the Lesson** . Guideposts 1–4 focus on practices observable within a single lesson, unit, or classroom visit, while Guidepost 5 evaluates cumulative practices through evidence and artifacts collected over time. The rubric is grounded in the belief that all teachers can improve, that student actions drive learning, that strong preparation is essential, and that teacher actions must adapt to meet student needs.

Teacher performance is rated across five levels: **Pre-Novice, Novice, Proficient, Advanced,** and **Exceptional**. Additionally, the structure of the GET Rubric aligns with the “Outcomes, Causes, Solutions” (OCS) framework, enabling educators to analyze root causes and identify targeted strategies for instructional improvement.

Strengths

IDEA Bluff Springs Academy is proud to have teachers who excel in building strong and positive classroom culture. All teachers were evaluated on Guidepost 2, with 88% receiving a rating of proficient or higher—demonstrating a clear strength in this area. While overall proficiency was observed across all Guideposts, there remain key areas for growth. Specifically, there is a need to strengthen the consistent use of student support strategies, intentional planning for feedback and instructional adjustments, and opportunities for student-to-student discourse and student-led progress monitoring. These areas will be a focus for professional development as we continue to elevate instructional excellence campus-wide.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	While 88% of teachers at IDEA Bluff Springs Academy were rated proficient or higher in Guidepost 2 (Culture), other instructional areas within the GET Rubric--particularly around student supports, feedback, and progress monitoring--fell below proficiency, limiting overall instructional effectiveness.	Teachers are not consistently implementing systems for individualized student support, nor are they routinely planning for the impact of feedback and instructional adjustments. This may be due to a lack of structured planning time, limited training on how to embed these practices into daily instruction, and insufficient real-time coaching focused on Guideposts 1 (Content), 3 (Ownership), and 4 (Us
2	Despite an overall trend of proficiency across the GET Guideposts, there is limited evidence of consistent student-to-student discourse and student-led progress tracking, which are critical for developing ownership and deeper learning.	Classroom instruction often prioritizes teacher-led discussion over student-centered dialogue. In addition, many teachers have not yet established clear routines or tools that empower students to reflect on their learning and track their own growth, likely due to a need for more targeted professional development in ownership and formative assessment strategies.

★ = Priority

Perceptions

Summary

IDEA Bluff Springs utilizes multiple data sources to monitor and enhance school culture and climate. This includes tracking persistence data, staff retention rates, and staff climate surveys, as well as conducting student and parent surveys and analyzing average daily attendance.

Current Year Data:

Persistence 79.2%

New student persistence: 72.93%

ADA: 92.8%

Staff Retention: 66%

Great Places to work survey:

I am accepted and valued at IDEA: 78%

My work is meaningful: 94%

Parent & Student Survey:

107 responses in Spring 24-25 compared to only 51 responses in the fall of 24-25

85% of families strongly recommend IDEA Bluff Springs Academy to other families.

86% of families feel staff care about the students.

Strengths

New Student persistence increased from 66.67% in 23-24 to 72.2% this school year.

Attendance increased from 91.82% in 23-24 to 92.80%

Families consider IDEA a great place for their children and would recommend to other families.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Despite a high percentage of families reporting positive experiences at IDEA Bluff Springs Academy (85% would recommend the school, and 86% feel staff care about students), overall student persistence remains low at 79.2%, with new student persistence even lower at 72.93%. This suggests a disconnect between positive perception and actual long-term engagement.	Gaps in Onboarding and Early Engagement: New student persistence is notably lower (72.93%), suggesting that families may not be fully supported or connected to the school community during the initial months of enrollment. Inconsistent Student Experience: A positive overall perception may not reflect all student experiences equally--some students may struggle academically, socially, or behaviorally
2	Staff retention at IDEA Bluff Springs Academy is critically low at 66%, which may negatively impact school culture, instructional consistency, and student outcomes. While 94% of staff report that their work feels meaningful, only 78% feel accepted and valued, pointing to gaps in belonging, recognition, or workplace support that may contribute to higher turnover.	Lack of Belonging or Recognition: Only 78% of staff feel accepted and valued, which may lead to disengagement or burnout, especially if contributions are not consistently acknowledged or supported. Leadership Transitions or Inconsistencies: Changes in leadership, unclear communication, or inconsistent culture-setting can contribute to staff uncertainty and turnover.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

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

Goals

Goal 1 Improve Student Persistence and Attendance

Performance Objective 1 ☑ High Priority

Increase overall student persistence from 79.2% to 85% and reduce chronic absenteeism from 21.3% to 15% by May 2026.

Evaluation Data Source: locus dashboard--chronic absenteeism data, daily ADA data mission list

Strategy 1

Implement a tiered attendance intervention system with early identification protocols and targeted family outreach for at-risk students (especially new-to-IDEA and EcoDis).

Strategy's Expected Result/Impact: minimize chronic absenteeism

Staff Responsible for Monitoring: APO

Title I: 2.5.3

Formative Reviews

November	March	July

Strategy 2

Launch a new family onboarding program in July, including relationship-building events, home visits, and mentorship with returning families.

Strategy's Expected Result/Impact: increase new student persistence

Staff Responsible for Monitoring: APO, SC

Formative Reviews

November	March	July

Strategy 3

Establish a monthly persistence review committee to analyze trends, share feedback, and adjust support plans in real time.

Strategy's Expected Result/Impact: increase student persistence

Staff Responsible for Monitoring: APO, SC

Formative Reviews

November	March	July

Strategy 4

Partner with counselor to address barriers (transportation, health, housing) for families flagged as high risk for withdrawal.

Strategy's Expected Result/Impact: increase ADA and persistence

Staff Responsible for Monitoring: APO, SC

Formative Reviews

November	March	July

Strategy 5

Create joyful and safe school culture through carefully crafted Welcome to IDEA and school culture systems.

Strategy's Expected Result/Impact: increase persistence

Staff Responsible for Monitoring: SC

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 6

Respond to parent concerns within 24 hours

Strategy's Expected Result/Impact: improve overall and new persistence

Staff Responsible for Monitoring: SC, APIs

Formative Reviews

November	March	July

Strategy 7

Enforce student handbook equitably and consistently

Strategy's Expected Result/Impact: increase persistence;

Staff Responsible for Monitoring: APIs

Formative Reviews

November	March	July

Performance Objective 2 ☑ High Priority

Reduce incidents of physical altercations and aggressive behavior on campus by 30% by May 2026 through proactive violence prevention and tiered intervention systems.

Evaluation Data Source: PBIS referral system, incident reports and investigations

Strategy 1

Establish a Tiered Behavior Intervention System (MTSS):
Identify students at risk of repeated aggression using discipline data and teacher referrals.
Provide Tier 2 and Tier 3 students with behavior intervention plans, social skills groups, and individual check-ins with a counselor or behavior interventionist.

Strategy's Expected Result/Impact: improve student culture; decrease number of referrals

Staff Responsible for Monitoring: APIs, SC, Teachers

Title I:

Formative Reviews

November	March	July

Strategy 2

Improve Real-Time Monitoring and Adult Presence:
Create and enforce a visible staff presence during high-risk transition times (lunch, recess,

dismissal, hallways).

Strategy's Expected Result/Impact: improve student culture

Staff Responsible for Monitoring: Teachers, APIs

Formative Reviews

November	March	July

Strategy 3

Increase Family Partnership in Behavior Support:
Host behavior support workshops for families on positive discipline and home-school consistency.
Maintain regular communication with families of students with frequent incidents to provide updates and reinforce shared expectations.

Strategy's Expected Result/Impact: improve student behavior and culture

Staff Responsible for Monitoring: SC, APIs, parents, teachers

Formative Reviews

November	March	July

Strategy 4

Enforce student and staff safety through carefully planned systems and procedures.

Strategy's Expected Result/Impact: decrease the number of incidents that occur on campus and increase parent trust in campus

Staff Responsible for Monitoring: APIs, Principal, Teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 5

Advertise and recruit for rolling enrollment each week, celebrating campus events, academic achievements, and other benefits the campus offers.

Strategy's Expected Result/Impact: increase enrollment and improve new student persistence

Staff Responsible for Monitoring: SC, APIs, Principal, APO

Formative Reviews

November	March	July

Goal 2 Increase Staff Retention and Satisfaction

Performance Objective 1 ☑ High Priority

Raise staff retention from 66% to 80% by the end of the 2025-26 school year, with at least 85% of staff reporting they feel accepted and valued on the annual climate survey.

Evaluation Data Source: locus dashboard, regular check-ins with lead team, GTLs, and teachers, teacher surveys

Strategy 1

Launch a staff recognition program (monthly awards, shout-outs, peer nominations) to elevate staff contributions across all roles.

Strategy's Expected Result/Impact: increase staff retention

Staff Responsible for Monitoring: Principal, APIs

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July

Strategy 2

Recruit highly effective teachers by showcasing the school's culture of collaboration, coaching, and data-driven instruction in recruitment materials and interviews.
Share success stories, student achievement gains, and the professional growth of current staff to attract mission-aligned talent.

Strategy's Expected Result/Impact: retain teachers and improved staff retention

Staff Responsible for Monitoring: Principal, APIs

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July

Strategy 3

Implement mid-year stay interviews and targeted action plans to identify and address retention risks early.

Strategy's Expected Result/Impact: improve teacher retention and culture

Staff Responsible for Monitoring: Principal, APIs

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July

Strategy 4

Create joy and a positive work environment through relationship building and celebrations

Strategy's Expected Result/Impact: improve staff retention; increase AEES results

Staff Responsible for Monitoring: Principal, APIs

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 5

Coach APIs to support and coach teachers in their development as practitioners.

Strategy's Expected Result/Impact: build sustainability and teachers will stay in current roles or campus

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 6

Respond to leader feedback as we move forward throughout the year.

Strategy's Expected Result/Impact: increase of teacher ownership and buy in to campus goals and initiatives

Staff Responsible for Monitoring: APIs, Principals

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Goal 3 Strengthen ELA and Writing and Math Achievement Across Grades 3-5

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase 3rd- 5th grade ELA meets level to 50% and writing composition success rates (non-zero scores) from 29% to 50% by STAAR 2026.

Evaluation Data Source: exit tickets, unit assessments, writing conferences, daily or weekly writing prompt practice data, low inference data

Strategy 1

Integrate weekly writing composition practice into lesson plans using STAAR-aligned prompts and scoring rubrics.

Strategy's Expected Result/Impact: decrease the number of 0s on writing portion of ELA STAAR exam

Staff Responsible for Monitoring: Teachers, APIs

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Strategy 2

Provide PD and coaching on explicit writing instruction, including modeling, scaffolding, and conferencing.

Strategy's Expected Result/Impact: increase number of meets on ELA STAAR assessment

Staff Responsible for Monitoring: Teachers, APIs

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July

Strategy 3

Hold tutorials for students in 3rd-5th grade reading for students that do not meet growth goals.

Strategy's Expected Result/Impact: improve reading meets and growth goals for students

Staff Responsible for Monitoring: Teachers, APIs, intervention

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Strategy 4

Monitoring Comprehension (Metacognition) by teaching students to notice when they don't understand and use fix-up strategies (rereading, clarifying, summarizing) and annotations.

Strategy's Expected Result/Impact: improve reading comprehension

Staff Responsible for Monitoring: Teachers, APIs, intervention

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Performance Objective 2 ✅ High Priority ✅ HB3 Goal

Increase the percentage of 3rd-5th grade special education students meeting the "Approaches" level on Math and Reading STAAR from 32% to 45% by May 2026.

Evaluation Data Source: exit tickets, unit assessments, IEP goals, sped accommodations checklist

Strategy 1

Ensure Access to Tier 1 Instruction with Scaffolds:

Train general education and SPED teachers to co-plan and co-teach using universal design for learning (UDL) strategies.

Provide sentence stems, visuals, anchor charts, and manipulatives consistently across core instruction.

Strategy's Expected Result/Impact: increase the number of students that meet approaches level on STAAR

Staff Responsible for Monitoring: Sped teachers, teachers, APIs

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Strategy 2

Implement High-Impact, Data-Driven Intervention:

Conduct weekly data meetings to review SPED student progress and adjust small group plans accordingly.

Ensure pull-out and push-in supports use evidence-based programs.

Strategy's Expected Result/Impact: sped students will increase their student ownership and knowledge of reading and math skills

Staff Responsible for Monitoring: Sped teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Strategy 3

Progress Monitor Biweekly:

Use short-cycle assessments, exit tickets, RenStar to track SPED student progress.

Develop and maintain individualized data trackers for each student to identify skill gaps and monitor growth.

Strategy's Expected Result/Impact: increase growth goals for all students

Staff Responsible for Monitoring: teachers, sped, APIs

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Performance Objective 3 ✅ High Priority ✅ HB3 Goal

Increase 3rd-5th grade Math meets level from 30% to 50% on STAAR 2026

Evaluation Data Source: exit tickets, unit or end of module assessments, daily or weekly do nows and math practice, low inference data.

Strategy 1

Differentiate Tier 1 Instruction with Strategic Small Groups

Strategy's Expected Result/Impact: increase number of students that meet Meets level on Math STAAR; improve foundational skills

Staff Responsible for Monitoring: APIs, teachers, intervention

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Strategy 2

Build Problem-Solving Skills by incorporating daily problem-solving warm-ups using STAAR stems and require students to explain their thinking in writing or orally.

Strategy's Expected Result/Impact: improve students math problems solving skills to increase number of meets on Math STAAR

Staff Responsible for Monitoring: teachers, intervention, APIs

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Goal 4 Close Foundational Skill Gaps in K-2 Literacy and Math

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase the percentage of K-2 students meeting foundational literacy growth goals from 45% to 70% by May 2026.

Evaluation Data Source: RenStar data, Dibels data, IXL benchmark assessments, progress monitoring

Strategy 1

Establish daily skills-based intervention blocks in K-2 aligned to phonics, number sense, and fact fluency mastery trackers.

Strategy's Expected Result/Impact: increase K-2 growth as measured by Dibels

Staff Responsible for Monitoring: APIs, teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Strategy 2

Implement biweekly progress monitoring tools to track individual student mastery and adjust instruction accordingly.

Strategy's Expected Result/Impact: improve students foundational skills

Staff Responsible for Monitoring: Teachers, APIs

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Strategy 3

Provide foundational content training and coaching for K-2 teachers, focused on direct instruction routines and centers.

Strategy's Expected Result/Impact: improve teacher skills to support the growth of student reading skills

Staff Responsible for Monitoring: APIs

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Strategy 4

Embed fluency routines and decodable text practice into all literacy blocks.

Strategy's Expected Result/Impact: improve students reading fluency and comprehension

Staff Responsible for Monitoring: Teachers, APIs

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase the percentage of K-2 students meeting foundation math skills from 45% to 70% by May 2026.

Evaluation Data Source: RenStar Data, IXL benchmark assessments, end of module and unit exams, exit tickets

Strategy 1

Implement Daily Skills-Based Math Routines-that include small group instruction, numerical fluency activities, and centers.

Strategy's Expected Result/Impact: improve Math foundational skills

Staff Responsible for Monitoring: teachers, APIs

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Strategy 2

Adopt a mastery tracking system that includes progress monitoring every 2-3 weeks.

Strategy's Expected Result/Impact: improve numerical fluency; improve TIER 1 and 2 instruction

Staff Responsible for Monitoring: Teachers, APIs

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Goal 5 Increase Instructional Effectiveness and Student Ownership

Performance Objective 1 ☑ High Priority

Increase the percentage of teachers rated proficient or higher in GET Guideposts 1 (Content), 3 (Ownership), and 4 (Using Data) from 72% to 90% by EOY 2026.

Evaluation Data Source: School boost, classroom observations and OCS notes, check-ins, teacher data

Strategy 1

Reallocate time for weekly data-driven planning meetings with a focus on feedback cycles, misconceptions, and student supports.

Strategy's Expected Result/Impact: improve TIER 1 instruction

Staff Responsible for Monitoring: teachers, APIs

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Strategy 2

Launch campus-wide student ownership tools (data binders, trackers, reflection journals) and train teachers on integration.

Strategy's Expected Result/Impact: improve student ownership of learning

Staff Responsible for Monitoring: teachers, API

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Strategy 3

Conduct regular real-time coaching focused on increasing student talk, academic discourse, and visible learning strategies.

Strategy's Expected Result/Impact: improve teacher and student learning

Staff Responsible for Monitoring: APIs

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Strategy 4

Provide GET-aligned instructional walkthroughs with targeted feedback and individualized coaching plans.
Ensure teachers are receiving quality real-time coaching at least once per week.

Strategy's Expected Result/Impact: improve teacher instruction

Staff Responsible for Monitoring: APIs

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Strategy 5

Ensure students are receiving precise feedback aligned to content knowledge and skills each day.

Strategy's Expected Result/Impact: increase student scores and close gaps

Staff Responsible for Monitoring: Teachers, APIs

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November **March** **July**

Performance Objective 2

Increase student participation in coordinated health and wellness activities by 40% and ensure 100% of K-5 students engage in at least one health-focused initiative (e.g., Fitness Ambassadors, Healthy Kids programs) by May 2026.

Evaluation Data Source: heart rate monitors, locus dashboards, student trackers

Strategy 1

Increase Daily Movement and Fitness Opportunities:
Embed structured physical activity breaks (e.g., GoNoodle, yoga, brain boosts) in all classrooms to meet recommended daily movement targets.
Track participation and progress using fitness journals or heart rate monitors.

Strategy's Expected Result/Impact: increase student health

Staff Responsible for Monitoring: PE coaches, teachers

Title I: 2.5.2

Formative Reviews

November **March** **July**

Strategy 2

Align lessons with the Texas Essential Knowledge and Skills (TEKS) for health and PE to ensure academic integration.

Strategy's Expected Result/Impact: improve physical education instruction and routines

Staff Responsible for Monitoring: PE coaches, teachers

Title I: 2.5.2

Formative Reviews

November **March** **July**

Strategy 3

Organize Healthy Kids Challenges (e.g., hydration challenge, steps challenge, fruit & veggie week) for students and families.

Strategy's Expected Result/Impact: increase number of students taking part in the food program

Staff Responsible for Monitoring: CNP, teachers

Title I: 2.5.2

Formative Reviews

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
CELEDONIO J ORTEGA	TEACHER - INTERVENTIONIST	School-wide Program	1
GLORIA M O'BRIEN	TEACHER - INTERVENTIONIST	School-wide Program	1
LETICIA RAMOS	COTEACHER	School-wide Program	1
NANCY CHAPMAN WALLACE	COTEACHER	School-wide Program	1
TATION CAVON MILLS	COTEACHER	School-wide Program	1
VERONICA SOCORRO FIERRO	COTEACHER	School-wide Program	1

IDEA Public Schools

Bluff Springs College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:48 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Data Documentation for CNA 13

Improvement Planning Data 14

Accountability Data 14

Student Data: Assessments 14

Student Data: Student Groups 14

Student Data: Behavior and Other Indicators 15

Employee Data 15

Parent/Community Data 15

Support Systems and Other Data 15

Goals 16

Goal 1 : 100% of 25-26 seniors matriculate to college. 17

Goal 2 : 75% of staff say the recommend their managers in the AEES. 22

Goal 3 : Increase Achievement Average by 10 points. 28

Goal 4 : 90% NTI Student Persistence. 31

Goal 5 : 94.5% Student ADA. 37

Title I Summary 42

Title I Personnel 43

Comprehensive Needs Assessment

Demographics

Summary

Our school community is diverse and multifaceted, composed of students across various racial and ethnic backgrounds, language abilities, and academic needs. Across transcripts, staff describe a student population that includes a significant number of English learners (EB), students receiving special education services (SPED), and those impacted by socioeconomic or behavioral challenges. Teachers also note distinctions between upper and lower grade levels in terms of engagement, support structures, and behavior.

There is a strong athletic presence on campus, and students involved in sports appear to be well-supported and more connected to school culture. Conversely, students who are not involved in sports—particularly girls and those interested in alternative extracurriculars such as music, art, or book clubs—may not have equitable access to programs that foster engagement and connection. This lack of extracurricular diversity has emerged as a theme affecting student motivation and sense of belonging.

English learners and Hispanic students are mentioned frequently, with specific concerns raised about a disconnect in understanding content and unmet expectations regarding bilingual support. EB students, in particular, are reported as being “left behind” and underserved when it comes to tailored instruction, intervention, and communication. Similarly, 10th-grade boys are noted for higher levels of disciplinary incidents, including disrespectful behaviors and lack of accountability.

Discipline trends indicate inconsistencies in how consequences are applied and perceived by students. Teachers describe students not learning from consequences such as OSS (out-of-school suspension), which some students may see as a reward rather than a deterrent. This has contributed to an environment where behavioral expectations are not always reinforced effectively.

On the staff side, teachers and paraprofessionals are described as caring and committed, particularly those involved in SPED and college readiness counseling. Emotional and academic support is strong in upper grades, where students report feeling more heard and seen. However, several teachers voiced concerns around a lack of proactive leadership support when managing behavior, limited communication with parents, and a general inconsistency in campus-wide expectations and communication norms.

Teacher retention and recruitment are not discussed directly in the responses, but the underlying tone reflects a staff that is striving to meet student needs despite gaps in resources and structures. Teacher-student relationships are recognized as a key strength, with positive impacts on student growth when those relationships are cultivated with care and consistency.

Family engagement is identified as a persistent challenge. Teachers report that there is often minimal interaction with families, which negatively affects attendance, student persistence, and a sense of community. The use of tools like Remind has declined, and many staff feel they are not receiving timely or supportive responses from families, particularly in behavioral matters.

In summary, our school is home to a vibrant, resilient student body that requires equitable access to high-quality instruction, consistent discipline practices, expanded extracurricular offerings, and stronger systems for family and teacher communication. While there are bright spots—such as upper-grade academic support, athletic engagement, and strong SPED services—continued growth is needed to ensure that all student groups feel valued, supported, and successful.

Strengths

Our campus demonstrates strong commitment in several key areas, most notably in the emotional and academic support provided to students in upper grade levels. Staff members consistently highlight the effectiveness of the SPED team and college counseling services, which ensure students feel seen, heard, and prepared for life beyond high school. Additionally, students involved in athletics and other structured programs benefit from meaningful relationships with adults and increased accountability. Teachers are deeply invested in building connections with students, creating inclusive environments where scholars feel welcomed and supported. These strengths provide a solid foundation upon which we can build more equitable and comprehensive systems of support for all learners.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Inconsistent family engagement, uneven access to enrichment opportunities, and limited support for English learners and underserved student groups have contributed to disparities in academic achievement, behavior, and school connectedness.	A lack of consistent communication systems, limited teacher-led initiatives to engage families, and uneven access to inclusive extracurricular and academic supports have contributed to gaps in student motivation, behavior, and performance--particularly among English learners, younger students, and non-athlete populations.

★ = Priority

Student Learning

Summary

Overall, student academic performance across grade levels and subjects shows notable variation, with concerning trends related to reading proficiency and comprehension. Many students are not performing at grade level, particularly in their ability to use context clues and engage with complex texts. This foundational gap impacts performance in all core content areas.

Performance disparities are evident among specific student populations. Emergent Bilingual Students (EBs), students receiving special education services (SPED), and students identified as economically disadvantaged (ED) are underperforming compared to their peers. A recurring theme in the data is the difficulty these students face in accessing grade-level content due to language barriers, limited resources, and inconsistent instructional supports. ELL students, in particular, struggle in English-dominant classes such as social studies and English language arts, where they require additional support or scaffolding to succeed.

When comparing our results to district and state benchmarks, the data indicates that while some students in specific programs—such as those enrolled in accelerated learning or “Push” initiatives—are meeting or even exceeding expectations, overall performance remains below benchmarks for several subgroups. This suggests isolated successes that are not yet scalable across the entire student population.

Strengths

In areas like math and English, there are pockets of growth, especially when students have strong relationships with teachers and access to consistent instructional practices. Teachers implementing the "Big 8" instructional strategies and providing summarized or scaffolded content (especially for ELLs) are helping students make meaningful gains.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Inconsistent access to high-quality, aligned curriculum and instructional materials tailored for subpopulations has resulted in fragmented instruction, leading to uneven academic outcomes and widening achievement gaps, particularly among English Language Learners and students receiving special education services.	Inconsistent planning and implementation of available curriculum resources, combined with a lack of proactive collaboration and instructional alignment among teachers, has contributed to uneven delivery of grade-level content and limited student access to high-quality learning experiences.

★ = Priority

School Processes & Programs

Summary

Across our campus, a variety of programs and processes have been implemented to support student learning, teacher development, and schoolwide operations. In the area of curriculum and instruction, the instructional support from the leadership team through real-time feedback and coaching has significantly improved instructional quality. However, there are ongoing challenges with the lack of an established curriculum in certain areas, particularly for special populations, which impacts lesson planning and instructional consistency.

Professional development has been made more effective and manageable by condensing the frequency of required PDs, allowing teachers to focus more on instruction. In terms of leadership and decision-making processes, teachers reported that they feel supported when campus leaders are visible, responsive, and consistently provide feedback. However, there is a need for stronger planning and collaboration, especially when it comes to managing shared staff and ensuring consistent expectations and accountability.

Communication systems such as Microsoft Teams and the principal's newsletter were cited as helpful tools for sharing updates and maintaining clarity around expectations. Yet, breakdowns still occur when internal processes such as dismissal or staff scheduling are not thoroughly planned or communicated. The organization and context of the school are influenced by staffing shortages and high teacher responsibilities, which can hinder consistency in student support and classroom instruction. Teachers also identified onboarding processes and procedural clarity as areas that need review and improvement.

Support services are often stretched thin. Staffing gaps, lack of supervision during critical times (such as dismissal), and insufficient access to additional support staff (e.g., paraprofessionals) were all identified as areas of concern. When it comes to extracurricular and cocurricular opportunities, programs like student council, Spanish Honor Society, and athletics were seen as valuable for enhancing student engagement and culture. These programs provide essential outlets for students to connect beyond the classroom.

Technology integration has had mixed results. While tools like Smartpass have been widely recognized for improving hallway management and teacher efficiency when used consistently, other areas—particularly new campuses—have faced challenges with unreliable or inconsistent technology access. These inconsistencies have had an adverse impact on student learning, especially for English learners and students receiving dyslexia support. In sum, while several programs and processes are functioning effectively and have made a positive impact, challenges remain in standardizing curriculum, strengthening internal systems, improving communication and planning, and addressing staffing shortages. Many of these issues are within our control and could be improved with better planning, resource allocation, and consistent implementation.

Strengths

Our campus demonstrates several key strengths across instructional practices, operational systems, and student engagement. Teachers report feeling supported by campus leadership, particularly through real-time feedback and coaching that help improve instructional quality.

Effective communication systems such as Microsoft Teams, principal newsletters, and regular updates from lead teams contribute to a well-informed staff. These platforms support clarity, collaboration, and timely responses to campus needs.

The use of technology tools, particularly Smartpass, has positively influenced school operations. When used consistently, it improves hallway management and minimizes classroom disruptions.

Teachers also recognize the value of extracurricular and co-curricular programs, such as athletics, student council, and honor societies, which foster student engagement, belonging, and school culture.

Finally, our ability to adapt professional development (e.g., streamlining required PDs) and maintain staff presence in key areas contributes to a safe and organized learning environment. These strengths reflect a campus culture focused on continuous improvement, collaboration, and commitment to student success.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Despite several effective systems in place, our campus continues to face significant challenges related to staffing, curriculum consistency, and internal processes. Ongoing teacher shortages and the lack of an established curriculum in some areas create uneven instructional quality and place added burdens on existing staff.	The root causes of our current challenges stem from a lack of established, standardized systems for curriculum implementation, staffing allocation, and internal communication. Inconsistent communication and limited accountability for implementing campus procedures contribute to uneven execution of expectations and hinder campus-wide consistency.

★ = Priority

Perceptions

Summary

Based on staff perceptions and stakeholder feedback, our campus demonstrates several strengths in school operations, community engagement, and student culture—but there are clear opportunities for growth in consistency, inclusion, and communication.

School culture and climate are generally viewed as positive, with students showing support for one another and staff committed to fostering strong relationships. Teachers and administrators are making efforts to celebrate both student and staff success through ceremonies, field days, and events such as movie nights with the principal. These celebrations contribute to school morale and reflect alignment with values of recognition and personal growth.

Family engagement varies across grade levels and departments. In elementary grades, families are often seen as supportive and involved, particularly during parent-teacher conferences and academic nights. However, both the middle and high school teams note that family engagement drops off significantly in upper grades. Parents are often absent from events or unaware of opportunities due to language barriers and inconsistent communication, limiting their ability to participate meaningfully in the school community.

Stakeholder feedback indicates that not all voices are equally represented. There is a perceived power imbalance, where certain individuals or groups—such as non-instructional staff or parents with language or access challenges—may be overlooked. Teachers report that some stakeholders, including cafeteria workers, custodians, or families who are not as vocal, don't always have their concerns or insights considered. Additionally, some staff feel there are internal divisions among teachers and favoritism from administrators, which undermines unity and trust.

Feedback from students reflects a desire for more extracurricular and enrichment opportunities, especially during the summer or for students who fall in the "middle ground" academically. While high-achieving and struggling students often receive targeted support, students who don't clearly fall into either category may feel overlooked or disconnected.

Internal communication and planning emerged as a major theme. Across forms, staff expressed concern about last-minute planning, unorganized events, and a lack of consistent follow-through, which all impact trust and operational efficiency. Teachers also noted that workload and limited staffing make it difficult to fully invest in family engagement or student culture-building activities. There is also evidence of strain on staff morale due to uneven support and duties, which may relate to broader concerns about staff retention and burnout.

In sum, while the school shows evidence of strong practices in culture-building and event-based family engagement, improvement is needed in consistent communication, equitable stakeholder involvement, and structured planning to strengthen trust and shared ownership across the community. Better alignment of systems and values—with all voices considered—will enhance the way we conduct business and ultimately improve student outcomes.

Strengths

The campus demonstrates clear strengths in fostering a positive student culture and celebrating achievements through events like field days, ceremonies, and academic nights. These efforts boost morale and reflect a commitment to recognizing both students and staff. Meaningful family partnerships are evident during structured events such as parent-teacher conferences, where engagement tends to be strongest. Additionally, student voice is being nurtured through classroom discussions and student council participation. The overall climate is described as supportive, with many staff committed to building strong relationships, which provides a solid foundation for continued growth in trust, engagement, and school culture.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Some families and staff feel unheard or underrepresented, and internal divisions, such as perceived favoritism and lack of collaboration among staff, have impacted trust. Additionally, disorganized or last-minute planning and limited extracurricular opportunities contribute to student disengagement and hinder efforts to create a cohesive, inclusive school community.	The root causes of these challenges stem from inconsistent internal communication, uneven distribution of responsibilities, and a lack of structured systems to ensure inclusive stakeholder engagement. Limited planning time, unclear expectations, and language barriers further prevent families from fully participating in the school community.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **Planning and decision making committee(s) meeting data**

Accountability Data

- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Federal Report Card and accountability data**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR End-of-Course 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**
- ☑ **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- ☑ **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- ☑ **Observation Survey results**

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**

- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Equity data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Communications data**
- [x] **Capacity and resources data**

Goals

Goal 1 100% of 25-26 seniors matriculate to college.

Performance Objective 1 ☑ HB3 Goal

College Prep Average ACT score of 19 or better by high school graduation

Evaluation Data Source: Tactical Data Report Out, ACT Dashboard

Strategy 1

DCC and CC will host ACT Bootcamps.

Strategy's Expected Result/Impact: By hosting bootcamps, students will be able to master skills they are struggling with on the ACT exam.

Staff Responsible for Monitoring: DCC, CCs.

Formative Reviews

November	March	July

Strategy 2

Literacy Support in ALL contents.

Strategy's Expected Result/Impact: Students score lowest on literacy portions of ACT and will receive additional support to achieve higher scores.

Staff Responsible for Monitoring: APIs, DCC.

Formative Reviews

November	March	July

Strategy 3

Observe ACT Prep classrooms weekly and provide RTC to ensure CC is developing necessary skills to ensure maximized student learning

Strategy's Expected Result/Impact: RTCing CC will ensure they are delivering the highest quality lessons possible.

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July

Performance Objective 2 ☑ HB3 Goal

100% of graduates meet TSI college readiness benchmark

Evaluation Data Source: Tactical Data Report Out, TSI Dashboard

Strategy 1

Students will receive TSI Tutoring.

Strategy's Expected Result/Impact: TSI tutoring will help students master skills on TSI they are struggling with.

Staff Responsible for Monitoring: DCC, CC.

Formative Reviews

November	March	July

Strategy 2

Additional TSI at-bats.

Strategy's Expected Result/Impact: Students will get multiple opportunities to take the TSI exam.

Staff Responsible for Monitoring: DCC, CCs.

Formative Reviews

November	March	July

Performance Objective 3 ☑ High Priority

Coach college counseling team through planned checkpoints and tailored student profiles throughout the year.

Strategy 1

Coach CC on holding 1:1 meetings with students & families to educate and invest on our College for All mission.

Strategy's Expected Result/Impact: Developing our CC team will ensure we are providing the best possible user experience for families.

Staff Responsible for Monitoring: DCC - Juliann Solis

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	July

Strategy 2

observe RTTC Teachers and give consistent feedback on instructions, classroom management, and lesson plans to ensure proficient planning and optimize teachers' skills.

Strategy's Expected Result/Impact: Coaching RTTC teachers will ensure students are getting quality instruction and support.

Staff Responsible for Monitoring: DCC Juliann Solis

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July

Performance Objective 4

Celebrate all Tier 1 and Tier 2 Acceptances publicly as they come through.

Evaluation Data Source: Naviance data and student acceptance letters/emails.

Strategy 1

Collaborate with GTLs and RTTC teachers to plan field lessons to T1 universities.

Strategy's Expected Result/Impact: Exposure to T1 universities will set the stage for students to apply see themselves at that university.

Staff Responsible for Monitoring: DCC Juliann Solis

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 2

Invite T1/T2 Bluff Springs alumni to speak to current students on their experience.

Strategy's Expected Result/Impact: Students who have been through the process can serve as vital role models for students about to graduate.

Staff Responsible for Monitoring: DCC Juliann Solis

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 3

Highlight T1/T2 universities to campus staff and encourage them to display campus posters and spirit shirts.

Strategy's Expected Result/Impact: Repeated exposure will help create a culture of college acceptance and readiness.

Staff Responsible for Monitoring: DCC Juliann Solis.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 5

Communicate the importance of college-readiness to families at campus events.

Evaluation Data Source: Event calendars, event GRPIs, other planning and post-event celebration materials.

Strategy 1

Provide education on the benefits of T1 universities to students and families by 08/30.

Strategy's Expected Result/Impact: Early exposure will set the stage for future success.

Staff Responsible for Monitoring: DCC Juliann Solis

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 2

Invest families by making outreach to inform them on ACT test dates, improved scores, etc.

Strategy's Expected Result/Impact: Family communication will ensure whole-community buy-in.

Staff Responsible for Monitoring: DCC Juliann Solis, CC Nina Olvera.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 3

Quarterly celebrations for student success through incentives, shoutouts, and family engagement throughout the year.

Strategy's Expected Result/Impact: Regular celebrations will help build and keep momentum.

Staff Responsible for Monitoring: DCC Juliann Solis, CC Nina Olvera.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Goal 2 75% of staff say the recommend their managers in the AEES.

Performance Objective 1

IDEA Bluff Springs CP is 100% staffed for all positions throughout the 2025-26 school year.

Evaluation Data Source: Campus Chessboard, Staff Retention Dashboard

Strategy 1

Recruit and hire high quality staff per role using high quality resume criteria.

Strategy's Expected Result/Impact: High quality staff will possess a growth mindset and mission fit to be successful on campus.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	March	July

Strategy 2

Managers provide thorough onboarding support that only ends when teachers are proficient in GET 1 and 2.

Strategy's Expected Result/Impact: New teachers will receive ongoing support until they can independently plan for their course AND are able to maintain a safe, productive classroom culture.

Staff Responsible for Monitoring: Principal, APIs, DCC, SpEd Manager.

Formative Reviews

November	March	July

Strategy 3

GTLs receive monthly coaching on building trust in team and leadership.

Strategy's Expected Result/Impact: GTLs will be able to create cohesive and productive grade level teams.

Staff Responsible for Monitoring: Principal, APIs.

Formative Reviews

November	March	July

Performance Objective 2

100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-26 school year.

Evaluation Data Source: Cornerstone Task Completion

Strategy 1

Plan Yearly Scope and Sequence for staff professional development

Strategy's Expected Result/Impact: Planning for the year will create a comprehensive plan to develop staff as needs arise throughout the schoolyear.

Formative Reviews

November	March	July

Strategy 2

Implement weekly real-time coaching rounds to all STAAR Math and ELA teachers.

Strategy's Expected Result/Impact: STAAR tested subjects will be taught by teachers that are getting weekly feedback in the moment.

Staff Responsible for Monitoring: Principal and APIs.

Formative Reviews

November	March	July

Strategy 3

Managers conduct weekly Revision Rounds each Monday.

Strategy's Expected Result/Impact: Teachers and leaders will be held accountable to lesson plan revisions by showing evidence of the revisions in field.

Staff Responsible for Monitoring: Principal, APIs, DCCs.

Formative Reviews

November	March	July

Performance Objective 3

Create joy and a positive work environment through relationship building and celebrations.

Evaluation Data Source: Staff Newsletter, planning documents, post-event celebration materials.

Strategy 1

Celebrations like Teacher of the Week, Teacher of the Month, and weekly shout outs.

Strategy's Expected Result/Impact: Celebrating teachers regularly will build positive morale.

Staff Responsible for Monitoring: Lead Team.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 2

Conduct quarterly climate surveys to gauge teacher satisfaction and make adjustments where needed.

Strategy's Expected Result/Impact: Getting regular pulse checks on teacher morale and feedback will help us respond to trends.

Staff Responsible for Monitoring: Principal, Dr. Gonzalez.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 3

Provide opportunities for teacher leadership and collaboration.

Strategy's Expected Result/Impact: Coaching teacher leaders will create layers of competent support for all staff.

Staff Responsible for Monitoring: Principal, Dr. Gonzalez

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 4

Coach APIs to support and coach teachers in their development as practitioners.

Evaluation Data Source: Quick checks, Check-in Feedback, SDC data.

Strategy 1

Coach APIs on providing observation feedback.

Strategy's Expected Result/Impact: Coaching APIs will help teachers develop quickly and feel capable in their work. It will also benefit students.

Staff Responsible for Monitoring: Principal, Dr. Gonzalez.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

Coach APIs on SWAMs.

Strategy's Expected Result/Impact: Coaching APIs to help teachers look at student work will help drive positive student outcomes.

Staff Responsible for Monitoring: Principal, Dr. Gonzalez.

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, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 3

Coach APIs on providing wrap-around support for teacher development.

Strategy's Expected Result/Impact: Development has to be more than just teaching proficiency - time management, interpersonal norms, setting boundaries, finding purpose - all help teachers be better in their space.

Staff Responsible for Monitoring: Principal, Dr. Gonzalez.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 5

Respond to leader feedback as we move forward throughout the year.

Evaluation Data Source: Microsoft Forms Data.

Strategy 1

Conduct quarterly climate surveys to gauge teacher satisfaction and make adjustments where needed.

Strategy's Expected Result/Impact: Getting feedback will help us gauge how to respond to changes.

Staff Responsible for Monitoring: Principal, Dr. Gonzalez.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 2

Make adjustments to practices based on teacher feedback.

Strategy's Expected Result/Impact: Responding to teacher feedback will show we care and are listening to their needs.

Staff Responsible for Monitoring: Principal, Dr. Gonzalez

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

Formative Reviews

November	March	July

Strategy 3

Coach leaders to conduct 2-way feedback at every teacher check-in.

Strategy's Expected Result/Impact: Teachers checking in with their managers and being able to provide feedback will provide an intimate space for them to address concerns.

Staff Responsible for Monitoring: APIs.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Goal 3 Increase Achievement Average by 10 points.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase MATH achievement average in STAAR courses to 40.

Evaluation Data Source: Semester Exams, MOCK Exams, STAAR Exam

Strategy 1

All new STAAR-tested teachers will receive thorough onboarding that doesn't end until they are proficient at GET 1 and 2.

Strategy's Expected Result/Impact: By ensuring teachers are proficient at planning and culture, classrooms will be set up for academic success.

Staff Responsible for Monitoring: APIs

Formative Reviews

November	March	July

Strategy 2

All STAAR-tested teachers will receive real-time coaching weekly.

Strategy's Expected Result/Impact: Correcting at the point of error will ensure teachers are internalizing the skills necessary to successfully close student gaps.

Staff Responsible for Monitoring: APIs

Formative Reviews

November	March	July

Strategy 3

Ensure students are receiving precise feedback aligned to content knowledge and skills each day, using task-specific CFS.

Strategy's Expected Result/Impact: By receiving precise feedback, students will be able to better improve their performance.

Staff Responsible for Monitoring: Principal/APIs

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 4

Ensure teachers are building strong relationships with students and families.

Strategy's Expected Result/Impact: By building strong relationships, teachers will enter into partnership with families which will increase buy in from all parties toward academic growth.

Staff Responsible for Monitoring: Principal/APIs

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 2 ✅ High Priority ✅ HB3 Goal

Increase ELA achievement average in STAAR courses to 50.

Evaluation Data Source: Semester Exams, MOCK Exams, STAAR Exam

Strategy 1

All STAAR-tested teachers will receive real-time coaching weekly.

Strategy's Expected Result/Impact: Correcting at the point of error will ensure teachers are internalizing the skills necessary to successfully close student gaps.

Staff Responsible for Monitoring: APIs

Formative Reviews

November	March	July

Strategy 2

Ensure students are receiving precise feedback aligned to content knowledge and skills each day, using task-specific CFS.

Strategy's Expected Result/Impact: By receiving precise feedback, students will be able to better improve their performance.

Staff Responsible for Monitoring: APIs, Principal

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 3

Ensure teachers are building strong relationships with students and families.

Strategy's Expected Result/Impact: By building strong relationships, teachers will enter into partnership with families which will increase buy in from all parties toward academic growth.

Staff Responsible for Monitoring: Principal/APIs

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Goal 4 90% NTI Student Persistence.

Performance Objective 1

100% of schools will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Meeting, Spring Town Hall and Semester 1 Report Card Pick Up.

Evaluation Data Source: Parent Sign-Ins

Strategy 1

Plan yearlong events calendar.

Strategy's Expected Result/Impact: Having a yearlong event calendar will ensure stakeholders are aware of upcoming events.

Staff Responsible for Monitoring: Lead Team.

Formative Reviews

November	March	July

Strategy 2

Coach SCs on planning and delegating for Title I events.

Strategy's Expected Result/Impact: Coaching and onboarding our new SC will be essential for the success of these events.

Staff Responsible for Monitoring: Principal, Carolyn Plein.

Formative Reviews

November	March	July

Performance Objective 2

Campus receive a score of proficient or higher on the campus safety scorecard for the 2025-26 school year.

Evaluation Data Source: CCT Meeting Reviews

Strategy 1

Hold monthly CCT Meetings.

Strategy's Expected Result/Impact: Monthly CCT meetings will result in an informed and unified CCT to deal with safety issues on campus.

Staff Responsible for Monitoring: CCT.

Formative Reviews

November	March	July

Strategy 2

Ensure staff review important drill information and are trained prior to monthly drills.

Strategy's Expected Result/Impact: A well-informed staff will be able to guide students through safety protocols.

Staff Responsible for Monitoring: Lead Team.

Formative Reviews

November	March	July

Performance Objective 3

Create joyful and safe school culture through carefully crafted Welcome to IDEA and school culture systems.

Evaluation Data Source: WTI GRPI and data tracker.

Strategy 1

Maintain consistent and regular staff presence in key areas of the school.

Strategy's Expected Result/Impact: Staff presence will ensure student safety.

Staff Responsible for Monitoring: Lead Team, GTLs.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 2

Celebrate students who are helping create a positive school environment through our PBIS rewards system.

Strategy's Expected Result/Impact: Incentivizing positive behaviors will lead to motivated students.

Staff Responsible for Monitoring: All staff.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 3

Celebrate academic success at Semester Awards.

Strategy's Expected Result/Impact: Celebrating student academic performance will create a culture of success and motivation.

Staff Responsible for Monitoring: Lead Team, GTLs.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 4

Respond to parent concerns within 24 hours.

Evaluation Data Source: Email, Remind, FB communication methods.

Strategy 1

Monitor parent concerns through multiple means of communication and respond within 24 hours (grade-level admin and principal will own)

Strategy's Expected Result/Impact: Communicating in a timely manner will make sure parent concerns are resolved quickly.

Staff Responsible for Monitoring: All staff.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 2

Include necessary stakeholders and commit to solutions-based responses when responding to parents.

Strategy's Expected Result/Impact: wraparound support will ensure parent concerns are dealt with appropriately.

Staff Responsible for Monitoring: All staff.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 3

Coach teachers to provide excellent customer service when dealing with parents through coaching and conversation rehearsals.

Strategy's Expected Result/Impact: Rehearsing challenging conversations will help teachers feel confident in helping with student concerns.

Staff Responsible for Monitoring: All staff.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 5

Enforce student handbook equitably and consistently

Evaluation Data Source: PBIS monitoring

Strategy 1

Communicate student expectations clearly and consistently through multiple means of communication. (grade-level admin and principal will own)

Strategy's Expected Result/Impact: Clear expectations will ensure students know how to be successful.

Staff Responsible for Monitoring: GTLs, Lead Team.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 2

Consult student handbook when dealing with student discipline. (grade-level admin and principal will own)

Strategy's Expected Result/Impact: Clear outcomes will ensure students know what consequences will be delivered.

Staff Responsible for Monitoring: All staff.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 3

Support students who are harmed by others who are violating the student code of conduct. (grade-level admin, principal, and SC will own)

Strategy's Expected Result/Impact: Victims need to be supported in order to feel connected to the campus.

Staff Responsible for Monitoring: All staff, lead team.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Goal 5 94.5% Student ADA.

Performance Objective 1

100% of absent students receive communication from the campus each day.

Evaluation Data Source: ADA Call Logs, ADA Huddles

Strategy 1

Coach GTLs on leading their teams around ADA calls.

Strategy's Expected Result/Impact: Communication from teachers is the most impactful way to improve ADA.

Staff Responsible for Monitoring: GTLs

Formative Reviews

November	March	July

Strategy 2

Students receive at least one positive call bi-weekly.

Strategy's Expected Result/Impact: Coaching grade teams to make positive calls will support student sense of belonging on campus.

Staff Responsible for Monitoring: GTLs

Formative Reviews

November	March	July

Strategy 3

Coach SIS registrar to build relationships with teachers and hold them accountable to ADA call systems.

Strategy's Expected Result/Impact: SIS registrars must be able to hold teachers accountable for ADA expectations.

Staff Responsible for Monitoring: APO

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	July

Strategy 4

Celebrate HR teachers who are consistently making calls each week through shout outs and incentives like GOOSE a teacher.

Strategy's Expected Result/Impact: Teachers doing the right thing must be celebrated for their hard work.

Staff Responsible for Monitoring: APO, lead team.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 2

Administrators reach out to at least 5 chronically absent students each day.

Evaluation Data Source: Chronic absent list and call logs.

Strategy 1

Administrators will huddle each day to report out chronic absence calls.

Strategy's Expected Result/Impact: By owning a small cohort of chronically absent students, leaders will be able to make connections with some of our most vulnerable students.

Staff Responsible for Monitoring: Lead Team.

Formative Reviews

November	March	July

Strategy 2

Administrators will connect with chronically absent students when they are on campus.

Strategy's Expected Result/Impact: By also connecting when chronically absent students are on campus, leaders will be able to build a stronger relationship with students who are more likely to miss school or feel like they do not belong.

Staff Responsible for Monitoring: Lead Team

Formative Reviews

November	March	July

Performance Objective 3

Celebrate students and who are consistently meeting ADA with incentives like free dress and PBIS points.

Evaluation Data Source: ADA dashboard.

Strategy 1

Celebrate grade levels meeting ADA through competition and incentives monthly.

Strategy's Expected Result/Impact: Celebrating students monthly will encourage others to be at school to benefit from the incentives.

Staff Responsible for Monitoring: APO, lead team.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 2

Celebrate students who have perfect attendance at semester Academic Awards.

Strategy's Expected Result/Impact: Students celebrated at awards will feel motivated to continue their ADA streak!

Staff Responsible for Monitoring: APO, lead team, GTLs.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 3

Grant PBIS points and incentives monthly to students who maintain attendance over 95%.

Strategy's Expected Result/Impact: PBIS incentives will help keep kids motivated.

Staff Responsible for Monitoring: APO, lead team.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 4

Celebrate teachers who demonstrate daily outreach to absent students.

Evaluation Data Source: ADA call tracker.

Strategy 1

Shout out teachers weekly who consistently make ADA calls in the teacher weekly.

Strategy's Expected Result/Impact: Staff who make daily outreach should be celebrated.

Staff Responsible for Monitoring: APO, lead team.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 2

Incentivize making calls with GOOSE a teacher tickets each week.

Strategy's Expected Result/Impact: Staff who make daily outreach should be celebrated.

Staff Responsible for Monitoring: APO, lead team.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 3

Include ADA calls as a category for determining Teacher of the Month

Strategy's Expected Result/Impact: Staff who make daily outreach should be celebrated.

Staff Responsible for Monitoring: APO, lead team.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ELIZABETH GRACE JONES	TEACHER - INTERVENTIONIST	School-wide Program	1
MADISON PATRICIA DAWN RAPOSO	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Brackenridge Academy

2025-2026 Campus Improvement Plan

Board Approval Date:
August 12, 2025

Public Presentation Date:
August 1, 2025

Generated by Plan4Learning.com
March 12, 2026 at 08:50 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 19

Support Systems and Other Data 19

Goals 20

Goal 1 : IDEA Brackenridge Academy will Increase Meets Outcomes in ELA and Math. 21

Goal 2 : IDEA Brackenridge Academy will increase Student Daily Attendance. 27

Goal 3 : IDEA Brackenridge Academy will Increase Staff Retention. 35

Goal 4 : IDEA Brackenridge Academy will increase Student Persistence. 40

Goal 5 : IDEA Brackenridge Academy will increase Student Enrollment 45

Title I Summary 48

Title I Personnel 49

Comprehensive Needs Assessment

Demographics

Summary

IDEA Brackenridge is a Title 1 school that currently serves a total of 630 students across six grade levels, ranging from Kindergarten through 5th grade. The largest grade level is 2nd grade with 126 students, followed by 5th grade with 124, and 4th grade with 115. Kindergarten has 79 students, 1st grade has 86, and 3rd grade has 100. The student body is almost evenly split by gender, with 311 female students and 319 male students.

The ethnic makeup of the campus is predominantly Hispanic, representing 88.41% of the student population. Other represented groups include White students at 6.35%, African American students at 3.81%, Asian students at 0.63%, students identifying as two or more races at 0.48%, American Indian students at 0.16%, and Pacific Islander students also at 0.16%.

Socioeconomic data shows that 555 students (88%) are identified as economically disadvantaged. Of these, 395 receive free meals, 5 receive reduced-price meals, and 155 are categorized under other forms of economic disadvantage.

In terms of special populations, 1.11% of students (7 total) receive services under Section 504. Emerging Bilingual students make up 30.48% of the population, with 192 students receiving language support. Dyslexia support data shows that 11 students are currently identified with dyslexia, 89 are at risk, and 11 are receiving dyslexia services.

Other notable demographics include 28 immigrant students and 49 military-connected students. At this time, the campus does not serve any students identified as foster care, homeless, migrant, or Title I homeless.

Strengths

1. IDEA Brackenridge Academy has retained 97.6% of teachers for the 25-26 school year.

2. IDEA Brackenridge Academy has been able to persist 100 scholars more for 24-25 school year than the previous year.

3. Zero foster care and homelessness cases suggest a relatively stable student living situation compared to district or national averages.
4. 395 students receiving free meals demonstrate that the school is effectively supporting basic needs through federal programs.
5. .44 YOY ADA Growth in 6/6 grade levels.
6. The campus has adapted to student needs and brought extracurriculars to students such as art, sports, and clubs.
7. IDEA Brackenridge Academy provides underserved scholars with the foundation for success in college and beyond. As enrollment and persistence rise, more families are actively engaging with our mission and values.
8. Most of our scholars come from low-income backgrounds, and we support them with free meals, transportation for SPED and homeless students, and academic interventions to close learning gaps.
9. IDEA Brackenridge has built attendance investment of students and staff through campus challenges, data transparency, and scholar celebrations building on the JOY factor of our campus engagement plan.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our attendance has fallen under 95% for the 24-25 school year.	1. Brackenridge Academy has struggled to invest families with a historic record of chronic absenteeism (absent 10+% for SY). 2. Leaders failed to consistently implement attendance matrix operating mechanisms in Semester 1. 3. Teachers failed to follow through with consistent attendance incentives/celebrations in Semester 1.
2 ★	IDEA Brackenridge failed to meet enrollment, which led to staffing shortages.	1. Brackenridge Academy did not have an EC during the summer months when recruitment began for 24-25 SY. 2. Brackenridge Academy Recruitment plans were inconsistently planned and implemented. 3. Brackenridge Academy Leaders struggled to follow up and ensure that recruitment efforts were effective.
3	There was a lack of community partnerships to support our families needs.	1: Brackenridge Academy didn't have an EC for the majority of the school year. 2: Brackenridge Academy failed to prioritize community engagement events to help build partnerships. 3. Leaders struggled to build and maintain relationships with community vendors.

★ = Priority

Student Learning

Summary

IDEA Brackenridge is currently a "D" rated school based on the data from the 23-24 STAAR test. Scholars showed significant gaps in reading and math and scored an achievement average of 35 on all 23-24 STAAR tests. This led having over a hundred scholars needing additional intervention hours through HB 1416. All hours were met and campus has made significant growth in the 24-25 school year. In the 2024–25 school year, K–5 showed notable growth in math and science, with significant progress in 1st, 2nd, and 5th grade. Kindergarten, 1st, and 2nd grades made gains in math, with 2nd grade showing strong improvement across all performance levels. Fifth grade also demonstrated growth in math and science, with many students improving from the previous year and strong gains on the science mock exam. However, 3rd–5th grade struggled to maintain meets-level scores in math from semester exams to mock assessments, showing a decline in performance over time. ELA remains a consistent area of concern, with 2nd grade showing a drop in performance and 3rd and 4th grade showing low mastery on mock exams. While science showed gains in 5th grade, it remains below the achievement average in the lower grades. Continued support is needed to strengthen ELA across all grades and sustain growth in math and science.

Strengths

1. 1st grade met MOY DIBELS goal with 64/83=77%

2. 1st grade Science final exam hit the achievement average of 92% approaches and 82% masters for the 24-25 SY.

3. 2nd Math Approaches increased by 58%, meets increased by 55%, and masters increased by 54% since beginning of 24-25 SY.

4. 2nd Grade has 45 scholars reading at a 3rd grade level.

5. Kinder Math student achievement average increased consistently from beginning of the year to the end of year.

6. 5th grade ELA STAAR hit AA of 54 in 23-24.

7. 5th Grade Math Semester Exam hit 52% Meets, 25% Masters

8. 4th/5th Grade Scholars consistently met >75% of growth points.

9. 21/51 5th Graders who failed Math STAAR 23-24, achieved at least Approaches on Semester Exam.

10. 5th Grade Science Growth had 36% increase in AA from 23-24 STAAR to MOCK

11. 5th Grade Science Approaches increased 25%, Meets increased 42%, and Masters increased 41% from 23-24 STAAR to MOCK

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	37% of scholars in 3rd Grade Math and ELA attained Meets on their 2025 Mock Exam.	1. 3rd Grade ELA teacher was new to the content and struggled with implementation. 2. 3rd Math Teacher failed to consistently implement word problem strategies throughout the school year. 3. Leaders failed to implement a consistent annotation strategy to support with reading comprehension.
2 ★	44% of Kindergarten/52% of 2nd Grade Scholars met their Dibels MOY Growth Goal.	1. Core Reading program is not aligned to Dibels assessments. 2. Leaders failed to implement a consistent progress monitoring procedures. 3. Leaders failed to prioritize Dibels intervention observations which led to teacher gaps.
3	3rd-5th Grade Math Achievement Average decreased by 9% from Semester Exam to Mock Exam	1. Teachers failed to consistently implement word problem strategies to help students understand and break down questions. 2. Teachers struggled with aligning curriculum to meet the needs of STAAR. 3. Leaders failed to consistently follow up and coach to mastery.

★ = Priority

School Processes & Programs

Summary

IDEA Brackenridge Academy has a core curriculum for each main content and they are implemented with fidelity. Brackenridge Academy uses Eureka Math for Kinder-5th grade math and it is a common core based curriculum which focuses on vertical alignment of skills and they build on these skills year after year. For Reading, we use Wit and Wisdom for Kinder-5th Grade. This curriculum focuses on different books and skills are taught and explored through units with an overall theme. For Science, Kinder-5th Grade uses Amplify, which is a project-based program where scholars explore different concepts through projects. For Social Studies, Kinder-5th Grade uses Insights Social Studies, which focuses on different themes, eras and different regions in each of the grade level.

Idea Brackenridge Academy also offers Critical Student Intervention for scholars in 3rd-5th grade who test more than 2 years below grade level in reading and math. We use the Decoding Reading program and Corrective math to support the needs of our scholars. Idea Brackenridge also has a Emergent Bilingual early exit program which focuses on supporting scholars development of the english language.

Idea Brackenridge Academy has several process that really support our campus. Our lesson plan submission process allows teachers to internalize their lessons, receive feedback and rehearse their lessons before they deliver them to children. We also have a process where teacher must contact at least 13 families per week to build a relationship with families and provide feedback to parents about scholar progress. Idea Brackenridge teachers also get evaluated using our GET Rubric, which we use to coach and support the development of our teachers and staff. This school year we also implemented a sports program and implemented several clubs to invest our students and families. Our processes and programs make us a strong school and a great place for scholars and staff.

Strengths

1. 96% of Teachers rated proficient or higher on GP 1, 2,3, and 5 on GET Rubric

2. 93% of Teachers met their deadline for lesson plan submission for the 24-25 school year.

3. Leaders sent staff weekly 100% of weeks to all staff, which had a lot of information.

4. Parent Communication goal of 13 calls per teacher was met 92% of the time for the 24-25 school year.

5. 100% of HB 1416 hours were met in Math and Reading by April 18th.

6. Core curriculum was consistently implemented across all core contents (Reading, Math, Science, SS).

7. IBA implemented competitive sports for 3-5th graders (Basketball/Soccer).

8. Critical Student Intervention was implemented and 67% of Math/52% of Reading scholars made 2+ years growth at the End of Year Checkout.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	47% of Teachers rated proficient or higher on GP 4 on GET Rubric.	1. Teachers struggled to consistently hold students accountable for tracking data. 2. Leaders failed to coach teachers on how to track and manage data consistently. 3. Leaders struggled to coach teachers to increase rigor/student led discourse in classrooms.
2 ★	8% of 3rd-5th grade students in special education scholars attained meets on their Math Mock Exam; 11% in ELA.	1. Special education teachers lacked content knowledge to effectively support closing student gaps. 2. General Education teachers struggled prioritize and track progress of special education scholars. 3. Sped Teacher and Gen Ed teachers failed to consistently collaborate to ensure that they were meeting the needs of the student.
3	Families feel that there are a limited amount of extra-curricular programs, which affects family persistence.	1. Brackenridge Academy was only able to implement 2 clubs/2 sports in the 24-25 school year. 2. Leaders failed to invest teachers in supporting with extra curricular activities. 3. Leaders failed to survey families/students to see what programs they would like to see.

★ = Priority

Perceptions

Summary

IDEA Brackenridge Academy has made notable progress in staff retention, student persistence, and staff satisfaction with leadership and safety, which are strong indicators of operational health and positive culture. However, mental health support, work/life balance, compensation fairness, and family engagement are clear areas needing targeted improvement to ensure long-term success and satisfaction for all stakeholders. We performed well in engaging and retaining students, as evidenced by improved attendance, reduced absenteeism, and high persistence of students. However, family engagement in student behaviors and teacher communication present clear growth areas. Strengthening these will help build a more transparent, collaborative and supportive environment for student success with our families.

Strengths

1. 25.8% increase in staff retention form LY to TY

2. 44% increase in ADA from LY to TY

3. 3.23% decrease in chronic absenteeism from LY TO TY.

4. 14% increase in student persistence from LY to TY

5. 7.6% increase in New to IDEA Persistence

6. 100% of staff feel respected and valued at work

7. 100% of staff would recommend their manager

8. 100% of students completed their EOY Student survey.

9. 99% of staff feel that their work is valuable.

10. 94% of staff feel that IDEA operates physically safe campuses and offices.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	44% of staff agreed that IDEA is a mentally and emotionally healthy to work.	1. Leaders failed to provide consistent team building/staff engagement opportunities for staff. 2. Leaders struggled to coach teachers on how to manage their time and schedule effectively. 3. Leaders struggled to consistently hold check in's with staff.
2 ★	Brackenridge Academy had only 30% of families participate the EOY Survey.	1. Leaders failed to implement a system to ensure survey completion 2. Leaders failed to invest staff and students to complete the EOY survey.
3	56% of staff agreed that they are compensated fairly for their role and responsibilities.	1. Teachers do not understand our recognition programs, TCP or TIA. 2. Leaders failed to effectively train teachers on Compensation programs. 3. Teachers believe that they have unrealistic job expectations to fulfill.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Our attendance has fallen under 95% for the 24-25 school year.	1. Brackenridge Academy has struggled to invest families with a historic record of chronic absenteeism (absent 10+% for SY). 2. Leaders failed to consistently implement attendance matrix operating mechanisms in Semester 1. 3. Teachers failed to follow through with consistent attendance incentives/celebrations in Semester 1.
2 ★	IDEA Brackenridge failed to meet enrollment, which led to staffing shortages.	1. Brackenridge Academy did not have an EC during the summer months when recruitment began for 24-25 SY. 2. Brackenridge Academy Recruitment plans were inconsistently planned and implemented. 3. Brackenridge Academy Leaders struggled to follow up and ensure that recruitment efforts were effective.
3 ★	37% of scholars in 3rd Grade Math and ELA attained Meets on their 2025 Mock Exam.	1. 3rd Grade ELA teacher was new to the content and struggled with implementation. 2. 3rd Math Teacher failed to consistently implement word problem strategies throughout the school year. 3. Leaders failed to implement a consistent annotation strategy to support with reading comprehension.
4 ★	44% of Kindergarten/52% of 2nd Grade Scholars met their Dibels MOY Growth Goal.	1. Core Reading program is not aligned to Dibels assessments. 2. Leaders failed to implement a consistent progress monitoring procedures. 3. Leaders failed to prioritize Dibels intervention observations which led to teacher gaps.
5 ★	47% of Teachers rated proficient or higher on GP 4 on GET Rubric.	1. Teachers struggled to consistently hold students accountable for tracking data. 2. Leaders failed to coach teachers on how to track and manage data consistently. 3. Leaders struggled to coach teachers to increase rigor/student led discourse in classrooms.

6 ★	8% of 3rd-5th grade students in special education scholars attained meets on their Math Mock Exam; 11% in ELA.	1. Special education teachers lacked content knowledge to effectively support closing student gaps. 2. General Education teachers struggled prioritize and track progress of special education scholars. 3. Sped Teacher and Gen Ed teachers failed to consistently collaborate to ensure that they were meeting the needs of the student.
7 ★	44% of staff agreed that IDEA is a mentally and emotionally healthy to work.	1. Leaders failed to provide consistent team building/staff engagement opportunities for staff. 2. Leaders struggled to coach teachers on how to manage their time and schedule effectively. 3. Leaders struggled to consistently hold check in's with staff.
8 ★	Brackenridge Academy had only 30% of families participate the EOY Survey.	1. Leaders failed to implement a system to ensure survey completion 2. Leaders failed to invest staff and students to complete the EOY survey.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**

- [x] **Other PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

Goals

Goal 1 IDEA Brackenridge Academy will Increase Meets Outcomes in ELA and Math.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

IDEA Brackenridge will increase Meets performance in 3rd-5th grade math by 12% by June 2026.

Evaluation Data Source: HB Tracker, ET Tracker, Accountability Tracker, Executive Tracker

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

IBA will implement a lesson plan cycle where teachers receive high quality feedback and lesson rehearsals.

Strategy's Expected Result/Impact: Strong First Teach and alignment to state standards

Staff Responsible for Monitoring: Assistant Principal of Instruction

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Strategy 2

Teachers and Leaders will use data to drive instructional decisions.

Strategy's Expected Result/Impact: Students needs will be met and increase student achievement

Staff Responsible for Monitoring: Assistant Principals of Instruction, School Principal, Interventionists

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Strategy 3 ☑ Targeted Support Strategy

IDEA Brackenridge will deliver high quality targeted intervention for all scholars.

Strategy's Expected Result/Impact: Increases in student achievement.

Staff Responsible for Monitoring: Assistant Principals of Instruction.

Problem Statements: Student Learning 1, 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Considerable Progress	Moderate Progress	

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	37% of scholars in 3rd Grade Math and ELA attained Meets on their 2025 Mock Exam.	1. 3rd Grade ELA teacher was new to the content and struggled with implementation. 2. 3rd Math Teacher failed to consistently implement word problem strategies throughout the school year. 3. Leaders failed to implement a consistent annotation strategy to support with reading comprehension.
2	44% of Kindergarten/52% of 2nd Grade Scholars met their Dibels MOY Growth Goal.	1. Core Reading program is not aligned to Dibels assessments. 2. Leaders failed to implement a consistent progress monitoring procedures. 3. Leaders failed to prioritize Dibels intervention observations which led to teacher gaps.

Performance Objective 2 ☑ HB3 Goal

IDEA Brackenridge will increase Meets performance in 3rd-5th grade ELA by 6% by June 2026.

Evaluation Data Source: HB Tracker, ET Tracker, Accountability Tracker, Executive Tracker

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy

IDEA Brackenridge will implement weekly special education collaboration meetings to guide supports that scholars need.

Strategy's Expected Result/Impact: Areas of need are met for special education students.

Staff Responsible for Monitoring: API, Sped Teacher, Interventionist, Principal

Problem Statements: School Processes & Programs 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

IDEA Brackenridge will implement sped data trackers to track and respond to scholar performance data.

Strategy's Expected Result/Impact: Increased student Achievement.

Staff Responsible for Monitoring: Special Education Teachers, API's, Interventionist

Problem Statements: School Processes & Programs 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	8% of 3rd-5th grade students in special education scholars attained meets on their Math Mock Exam; 11% in ELA.	1. Special education teachers lacked content knowledge to effectively support closing student gaps. 2. General Education teachers struggled prioritize and track progress of special education scholars. 3. Sped Teacher and Gen Ed teachers failed to consistently collaborate to ensure that they were meeting the needs of the student.

Performance Objective 3 ☑ HB3 Goal

IDEA Brackenridge will complete 100% of HB 1416 hours by February 2026.

Evaluation Data Source: HB Tracker, Intervention Tracker

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

IDEA Brackenridge will implement HB 1416 minutes on low performing, high leverage teks for all HB Scholars.

Strategy's Expected Result/Impact: Scholars receive intentional instruction to close gaps.

Staff Responsible for Monitoring: API's, Principal, Interventionists

Problem Statements: Student Learning 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Considerable Progress	Accomplished	

Strategy 2

IDEA Brackenridge will implement strategic plan to ensure 100% of scholars complete minutes by February.

Strategy's Expected Result/Impact: 100% of Scholars complete minutes by February/Compliance

Staff Responsible for Monitoring: Principal, API's, Interventionists, Teachers

Problem Statements: Student Learning 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	July
Considerable Progress	Accomplished	

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	37% of scholars in 3rd Grade Math and ELA attained Meets on their 2025 Mock Exam.	1. 3rd Grade ELA teacher was new to the content and struggled with implementation. 2. 3rd Math Teacher failed to consistently implement word problem strategies throughout the school year. 3. Leaders failed to implement a consistent annotation strategy to support with reading comprehension.

Goal 2 IDEA Brackenridge Academy will increase Student Daily Attendance.

Performance Objective 1 ☑ High Priority

IDEA Brackenridge will increase ADA by .75% by June 2026.

Evaluation Data Source: ADA Matrix, ADA Tracker,

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

IDEA Brackenridge will consistently implement ADA huddle and matrix.

Strategy's Expected Result/Impact: Increase in school attendance.

Staff Responsible for Monitoring: APO, API, Principal

Problem Statements: Demographics 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Strategy 2

Idea Brackenridge Academy will implement ADA incentives weekly, monthly and quarterly.

Strategy's Expected Result/Impact: Increase in student attendance.

Staff Responsible for Monitoring: APO, TEACHERS, SIS, PRINCIPALS, API's

Problem Statements: Demographics 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our attendance has fallen under 95% for the 24-25 school year.	1. Brackenridge Academy has struggled to invest families with a historic record of chronic absenteeism (absent 10+% for SY). 2. Leaders failed to consistently implement attendance matrix operating mechanisms in Semester 1. 3. Teachers failed to follow through with consistent attendance incentives/ celebrations in Semester 1.

Performance Objective 2 ☑ High Priority

IDEA Brackenridge will decrease Chronic Absenteeism by 2% by June 2026.

Evaluation Data Source: ADA Tracker, ADA Matrix Tracker

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Idea Brackenridge Leaders will meet with 100% of returning CA scholar families before FDOS to reset attendance expectations.

Strategy's Expected Result/Impact: Decrease in Chronic Absenteeism.

Staff Responsible for Monitoring: APO, Teachers, API's, Principal

Problem Statements: Demographics 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Strategy 2

IDEA Brackenridge leaders will consistently meet with families to address attendance concerns at 3, 5, and 10 absences.

Strategy's Expected Result/Impact: Decrease in Chronic Absenteeism

Staff Responsible for Monitoring: APO, SIS, API, PRINCIPAL, TEACHERS

Problem Statements: Demographics 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our attendance has fallen under 95% for the 24-25 school year.	1. Brackenridge Academy has struggled to invest families with a historic record of chronic absenteeism (absent 10+% for SY). 2. Leaders failed to consistently implement attendance matrix operating mechanisms in Semester 1. 3. Teachers failed to follow through with consistent attendance incentives/ celebrations in Semester 1.

Performance Objective 3

100% of scholars will meet their MVPA minutes goal by June 2026.

Evaluation Data Source: PE Tracker

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

IDEA Brackenridge will ensure that they have enough functional IHT monitors at all times.

Strategy's Expected Result/Impact: 100% student participation and increase in results.

Staff Responsible for Monitoring: PE Coach, API, Principal

Problem Statements: Demographics 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Strategy 2

Coaches will track and adjust to student data on a weekly basis.

Strategy's Expected Result/Impact: Increase in scholars meeting goals.

Staff Responsible for Monitoring: Coaches, API's, Principals, Teachers.

Problem Statements: School Processes & Programs 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our attendance has fallen under 95% for the 24-25 school year.	1. Brackenridge Academy has struggled to invest families with a historic record of chronic absenteeism (absent 10+% for SY). 2. Leaders failed to consistently implement attendance matrix operating mechanisms in Semester 1. 3. Teachers failed to follow through with consistent attendance incentives/ celebrations in Semester 1.
2	IDEA Brackenridge failed to meet enrollment, which led to staffing shortages.	1. Brackenridge Academy did not have an EC during the summer months when recruitment began for 24-25 SY. 2. Brackenridge Academy Recruitment plans were inconsistently planned and implemented. 3. Brackenridge Academy Leaders struggled to follow up and ensure that recruitment efforts were effective.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	47% of Teachers rated proficient or higher on GP 4 on GET Rubric.	1. Teachers struggled to consistently hold students accountable for tracking data. 2. Leaders failed to coach teachers on how to track and manage data consistently. 3. Leaders struggled to coach teachers to increase rigor/student led discourse in classrooms.

Performance Objective 4 ☑ High Priority

100% of IDEA Brackenridge scholars will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Source: School Counselor Tracker

Summative Evaluation: Met Performance Objective

Strategy 1

100% of IDEA Brackenridge staff will be trained during BOY PD on how to administer curriculum.

Strategy's Expected Result/Impact: 100% of scholars will meet the required criteria.

Staff Responsible for Monitoring: School Counselor, Teachers, Principals, API

Problem Statements: Demographics 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Accomplished	Accomplished	

Strategy 2

School Counselor will track and report out daily to ensure 100% completion by August 29th.

Strategy's Expected Result/Impact: 100% Compliance by August 29th.

Staff Responsible for Monitoring: School Counselor, Teachers, Principals, API

Problem Statements: Demographics 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Accomplished	Accomplished	

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our attendance has fallen under 95% for the 24-25 school year.	1. Brackenridge Academy has struggled to invest families with a historic record of chronic absenteeism (absent 10+% for SY). 2. Leaders failed to consistently implement attendance matrix operating mechanisms in Semester 1. 3. Teachers failed to follow through with consistent attendance incentives/ celebrations in Semester 1.

Performance Objective 5

IDEA Brackenridge Academy will receive a score of proficient or higher on the campus safety scorecard for the 2025- 26 school year (TEC 11.253(d)(8)

Evaluation Data Source: School Safety Scorecard, Safety tracker

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Campus lead team trains staff on 100% safety operating mechanisms and monitors the implementation from all staff.
NOTE: APO leads all safety trainings in partnership with the LT members.

Strategy's Expected Result/Impact: 100% Compliance and safe school.

Staff Responsible for Monitoring: APO, Principal

Problem Statements: Demographics 1, 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our attendance has fallen under 95% for the 24-25 school year.	1. Brackenridge Academy has struggled to invest families with a historic record of chronic absenteeism (absent 10+% for SY). 2. Leaders failed to consistently implement attendance matrix operating mechanisms in Semester 1. 3. Teachers failed to follow through with consistent attendance incentives/ celebrations in Semester 1.
2	IDEA Brackenridge failed to meet enrollment, which led to staffing shortages.	1. Brackenridge Academy did not have an EC during the summer months when recruitment began for 24-25 SY. 2. Brackenridge Academy Recruitment plans were inconsistently planned and implemented. 3. Brackenridge Academy Leaders struggled to follow up and ensure that recruitment efforts were effective.

Goal 3 IDEA Brackenridge Academy will Increase Staff Retention.

Performance Objective 1 ☑ High Priority

IDEA Brackenridge will increase operations staff retention by 10% by June 2026.

Evaluation Data Source: Staff Retention Tracker, Staff Engagement Tracker, Power BI

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

APO will implement an effective interview and continuous onboarding process to ensure that staff feel supported.

Strategy's Expected Result/Impact: Increase in ops staff retention.

Staff Responsible for Monitoring: APO, Principal

Problem Statements: Perceptions 1

Formative Reviews

November	March	July
Considerable Progress	Moderate Progress	

Strategy 2

Leaders will conduct monthly pulse checks with all ops members to ensure that team members feel heard and valued.

Strategy's Expected Result/Impact: Increased ops staff retention.

Staff Responsible for Monitoring: APO/Principal

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 3

Leaders will implement staff engagement calendar to provide praise, celebrate and acknowledge all staff.

Strategy's Expected Result/Impact: Increase in staff morale, staff retention.

Staff Responsible for Monitoring: APO/Principal

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	44% of staff agreed that IDEA is a mentally and emotionally healthy to work.	1. Leaders failed to provide consistent team building/staff engagement opportunities for staff. 2. Leaders struggled to coach teachers on how to manage their time and schedule effectively. 3. Leaders struggled to consistently hold check in's with staff.

Performance Objective 2

IDEA Brackenridge will retain at least 90% of instructional staff by June 2026.

Evaluation Data Source: Staff Retention Tracker, Staff Engagement Tracker, Power BI

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Leaders will implement staff engagement calendar to provide praise, celebrate and acknowledge all staff.

Strategy's Expected Result/Impact: Increase in staff morale, staff retention.

Staff Responsible for Monitoring: APO/Principal

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Strategy 2

APO will implement an effective interview and continuous onboarding process to ensure that staff feel supported.

Strategy's Expected Result/Impact: Increase in ops staff retention.

Staff Responsible for Monitoring: APO, Principal

Problem Statements: Perceptions 1

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	44% of staff agreed that IDEA is a mentally and emotionally healthy to work.	1. Leaders failed to provide consistent team building/staff engagement opportunities for staff. 2. Leaders struggled to coach teachers on how to manage their time and schedule effectively. 3. Leaders struggled to consistently hold check in's with staff.

Performance Objective 3 ☑ High Priority

100% of IDEA Brackenridge leaders will "Meet the Bar" or higher on their leadership competency pathways.

Evaluation Data Source: SLL, School Status Boost, Quick checks

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

IDEA Brackenridge Leaders will plan a full coaching cycle (initial observation, coaching conversation, OFM, follow up observation) with direct reports to ensure coaching to mastery.

Strategy's Expected Result/Impact: Increase in action step completion.

Staff Responsible for Monitoring: Principals/API'S/APO

Problem Statements: Student Learning 2 - School Processes & Programs 1

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

IDEA Brackenridge leaders will provide bite-sized and highest leverage action steps to their direct reports to increase performance.

Strategy's Expected Result/Impact: Teachers show growth in their practices.

Staff Responsible for Monitoring: API's, Principals, APO

Problem Statements: Student Learning 2 - School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	44% of Kindergarten/52% of 2nd Grade Scholars met their Dibels MOY Growth Goal.	1. Core Reading program is not aligned to Dibels assessments. 2. Leaders failed to implement a consistent progress monitoring procedures. 3. Leaders failed to prioritize Dibels intervention observations which led to teacher gaps.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	47% of Teachers rated proficient or higher on GP 4 on GET Rubric.	1. Teachers struggled to consistently hold students accountable for tracking data. 2. Leaders failed to coach teachers on how to track and manage data consistently. 3. Leaders struggled to coach teachers to increase rigor/student led discourse in classrooms.

Goal 4 IDEA Brackenridge Academy will increase Student Persistence.

Performance Objective 1 ☑ High Priority

75% of families will attend 100% of "Title 1" events (Meet the Teacher, Report Card Pick up Night, Fall Townhall, Spring Townhall) by April 2026.

Evaluation Data Source: Family Engagement Tracker

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

IDEA Brackenridge School Counselor will promote events 4-6 weeks in advance on multiple platforms (Remind, Facebook, Parent Newsletter).

Strategy's Expected Result/Impact: Increased Parent Engagement

Staff Responsible for Monitoring: School Counselor, Principal, APO

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Brackenridge Academy had only 30% of families participate the EOY Survey.	1. Leaders failed to implement a system to ensure survey completion 2. Leaders failed to invest staff and students to complete the EOY survey.

Performance Objective 2

From August 2025-May 2026, at least 60% of families will complete each monthly and quarterly parent

survey, with completion tracked by grade level in Panorama (or chosen platform). Results will be reviewed within 5 school days of survey closure, and campus leaders will implement at least one family-responsive action step per quarter based on the data.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

IDEA Brackenridge School Counselor will send out surveys using multiple ways (Remind, Parent Newsletter, QR code) to help meet needs of families.

Strategy's Expected Result/Impact: Increased Parent Engagement

Staff Responsible for Monitoring: School Counselor, Principal, APO

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress	Some Progress	
November	**March**	**July**

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Brackenridge Academy had only 30% of families participate the EOY Survey.	1. Leaders failed to implement a system to ensure survey completion 2. Leaders failed to invest staff and students to complete the EOY survey.

Performance Objective 3 ☑ High Priority

70% of families attend Major family engagement events (Family Engagement Day, Fall Fest, Winter Showcase, Spring Fling, EOY awards, etc).

Evaluation Data Source: Family Engagement Tracker, Stream

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

IDEA Brackenridge Academy will promote events 4 weeks before event via Remind, signs, flyers, and parent weekly.

Strategy's Expected Result/Impact: Increased Family Engagement.

Staff Responsible for Monitoring: School Counselor, APO, Principal

Problem Statements: Perceptions 2

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Brackenridge Academy had only 30% of families participate the EOY Survey.	1. Leaders failed to implement a system to ensure survey completion 2. Leaders failed to invest staff and students to complete the EOY survey.

Performance Objective 4

By May 2026, 100% of families will receive at least one individual check-in per semester (in person or phone call) from a teacher or leader, with conversations logged in the family engagement tracker to ensure personalized connection and early intervention for persistence risks.

Summative Evaluation: Met Performance Objective

Strategy 1

IDEA Brackenridge will ensure that 100% of teachers make at least 10 calls, with 5 being positive per week.

Strategy's Expected Result/Impact: Parents will be aware of student progress and provide support when needed.

Staff Responsible for Monitoring: School Counselor, Assistant Principals, Teachers, and Principal

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress	Considerable Progress	

November March July

Strategy 2

IDEA Brackenridge will track to ensure that 100% of families receive at least 1 touchpoint each month.

Strategy's Expected Result/Impact: The result will be strong relationships with parents and consistent communication.

Staff Responsible for Monitoring: School Counselor, Principal, API, Teachers

Problem Statements: Demographics 1, 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our attendance has fallen under 95% for the 24-25 school year.	1. Brackenridge Academy has struggled to invest families with a historic record of chronic absenteeism (absent 10+% for SY). 2. Leaders failed to consistently implement attendance matrix operating mechanisms in Semester 1. 3. Teachers failed to follow through with consistent attendance incentives/ celebrations in Semester 1.
2	IDEA Brackenridge failed to meet enrollment, which led to staffing shortages.	1. Brackenridge Academy did not have an EC during the summer months when recruitment began for 24-25 SY. 2. Brackenridge Academy Recruitment plans were inconsistently planned and implemented. 3. Brackenridge Academy Leaders struggled to follow up and ensure that recruitment efforts were effective.

Goal 5 IDEA Brackenridge Academy will increase Student Enrollment

Performance Objective 1 ☑ High Priority

IDEA Brackenridge Academy will meet projected enrollment (667) students by August 2026.

Evaluation Data Source: Enrollment Tracker, Stream,Powerschool

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

IDEA Brackenridge leaders will ensure that 100% of recruitment plans have been reviewed, provided feedback and executed by all stakeholders.

Strategy's Expected Result/Impact: Increased Student Enrollment.

Staff Responsible for Monitoring: APO, Enrollment Coordinator, Principal, API's, SC

Problem Statements: Demographics 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

IDEA Brackenridge Academy will set weekly targets for enrollment, registration and onboarding to ensure enrollment.

Strategy's Expected Result/Impact: Increased Enrollment

Staff Responsible for Monitoring: APO, EC, Principal, API's, SC

Problem Statements: Demographics 2

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	IDEA Brackenridge failed to meet enrollment, which led to staffing shortages.	1. Brackenridge Academy did not have an EC during the summer months when recruitment began for 24-25 SY. 2. Brackenridge Academy Recruitment plans were inconsistently planned and implemented. 3. Brackenridge Academy Leaders struggled to follow up and ensure that recruitment efforts were effective.

Performance Objective 2 ☑ High Priority

IDEA Brackenridge will enroll at least 100 Kindergarten students by August 2026.

Evaluation Data Source: Enrollment Tracker, Stream

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

IDEA Brackenridge will prioritize Kinder events/opportunities for recruiting events/activities.

Strategy's Expected Result/Impact: Increase in Kinder enrollment.

Staff Responsible for Monitoring: APO, EC, PRINCIPAL

Problem Statements: Demographics 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	IDEA Brackenridge failed to meet enrollment, which led to staffing shortages.	1. Brackenridge Academy did not have an EC during the summer months when recruitment began for 24-25 SY. 2. Brackenridge Academy Recruitment plans were inconsistently planned and implemented. 3. Brackenridge Academy Leaders struggled to follow up and ensure that recruitment efforts were effective.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
AMANDA Ann SANCHEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
ANALISA REYES	SR. COTEACHER	School-wide Program	1
ARACELI NOHEMI VALADEZ	COTEACHER	School-wide Program	1
OUMOUL HAIROU SETAMOU	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Brackenridge College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:51 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Goals 4

Goal 1 : College Matriculation Increase TSI Outcomes for Class of 2026 5

Goal 2 : Campus A Rating Increase Math STAAR Outcomes in 6th, 7th, and Algebra 1 6

Goal 3 : Student Persistence Increase New to IDEA Student Persistence 7

Goal 4 : Staff Retention Increase Teacher Retention 8

Goal 5 : ADA Increase Average Daily Attendance and Lower Chronic Absenteeism 9

Goals

Goal 1 College Matriculation
Increase TSI Outcomes for Class of 2026

Performance Objective 1

By March 2026, IDEA Brackenridge College Prep seniors will increase TSI college readiness benchmarks from 84% to 100% in Reading, Writing, and Math through targeted instructional supports and progress monitoring systems.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Embed TSI Prep into Core Instructional Time

Strategy's Expected Result/Impact: Tactic 1:
Integrate TSI-aligned mini-lessons and practice questions weekly into English 1 and Algebra II Math courses.

Tactic 2:
Launch TSI Focus Fridays for juniors and seniors, with built-in diagnostics and data review every 6 weeks.

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Implement Personalized Acceleration Plans

Strategy's Expected Result/Impact: Tactic 1:
Create individualized scholar TSI progress trackers with goal setting and timelines reviewed bi-weekly in RTTC 4.

Tactic 2:
Provide targeted small group tutoring after school and during RTTC 4, led by English 1 Teacher and Algebra 2 Teacher based on diagnostic gaps.

Formative Reviews

Some Progress

November **March** **July**

Goal 2 Campus A Rating
Increase Math STAAR Outcomes in 6th, 7th, and Algebra 1

Performance Objective 1

By May 2026, the percentage of scholars achieving Meets Grade Level on the Math STAAR will increase from 30% to 60%, through targeted instruction, data-driven planning, and layered intervention systems.

Summative Evaluation: Significant progress made toward meeting Performance Objective

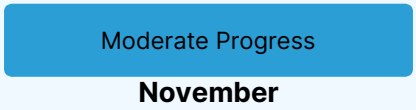
Strategy 1

Strengthen Data-Driven Instruction Cycles in Math Classrooms

Strategy's Expected Result/Impact: Tactic 1:
Implement weekly data meetings with teachers to analyze ETs, DAs, and re-teach plans specifically targeting questions.

Tactic 2:
Launch weekly campus walkthroughs with a math lens (rigor alignment, use of exemplars) and provide live feedback/coaching to ensure high-quality first instruction.

Formative Reviews



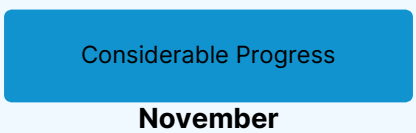
Strategy 2

Layer Intervention Systems Focused on Meets & Masters Gaps; including HB1416 Scholars.

Strategy's Expected Result/Impact: Tactic 1:
Identify "bubble students" (Approaches to Meets) and assign them to Tier 2 small-group tutoring during academic block or after school with the math interventionist.

Tactic 2:
Implement a STAAR Math Bootcamp 6 weeks before STAAR and grouped by TEKs/skill and led by math teachers with Saturday School and individual mastery trackers.

Formative Reviews



Goal 3 Student Persistence
Increase New to IDEA Student Persistence

Performance Objective 1

By August 2026, NTI persistence scholars will increase from 71% to 85%, driven by intentional onboarding systems and consistent student and family engagement throughout the year.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Strengthen NTI on-boarding and Integration

Strategy's Expected Result/Impact: Tactic 1:
Launch a New Scholar Orientation Series (summer, BOY, and MOY) including family meet-and-greets, campus culture sessions, Grade Team Leader Pulse Checks, and peer mentor pairing.

Tactic 2:
Implement a 30/60/90 Day Plan with each new scholar and family to assess experience, connection, and needed supports.

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Build Strong Family Partnerships & Communication Channels

Strategy's Expected Result/Impact: Tactic 1:
Assign every NTI Family a designated point of contact for monthly proactive calls.

Tactic 2:
Host quarterly NTI Family Events (e.g., breakfast chats, game nights, student showcases) to build belonging and gather feedback.

Formative Reviews

Some Progress

November **March** **July**

Goal 4 Staff Retention
Increase Teacher Retention

Performance Objective 1

By July 2026, teacher retention will increase from 76% to 90%, through intentional culture-building, leadership development, and individualized support structures that prioritize staff voice, growth, and wellness.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Strengthen Staff Culture and Recognition Systems

Strategy's Expected Result/Impact: Tactic 1:
Continue to implement our weekly and monthly staff recognition system tied to core values and impact.

Tactic 2:
Continue to implement a Staff Wellness & Appreciation Calendar, monthly social events, wellness check-ins, and flex Fridays aligned to campus rhythms.

Formative Reviews

November	March	July
Considerable Progress		

Strategy 2

Invest in Career Development and Coaching

Strategy's Expected Result/Impact: Tactic 1:
Conduct quarterly retention interviews with all staff to identify development goals, career aspirations, and barriers to staying.

Tactic 2:
Provide clear growth pathways with aligned coaching and release time to pursue leadership development or deepen instructional expertise.

Formative Reviews

November	March	July
Considerable Progress		

Goal 5

ADA
Increase Average Daily Attendance and Lower Chronic Absenteeism

Performance Objective 1

By May 2026, IDEA Brackenridge College Prep will increase Average Daily Attendance (ADA) from 92.78% to 93.5%, and reduce chronic absenteeism by 2 percentage points, through proactive monitoring systems and community-driven attendance culture.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Strengthen Attendance Data Monitoring & Early Intervention Systems

Strategy's Expected Result/Impact: Tactic 1:
Launch a weekly attendance review protocol by grade level to flag at-risk scholars and assign tiered interventions through the attendance team and counselors.

Tactic 2:
Implement a Chronic Absenteeism Response Tracker with clear thresholds (5%, 10%, 15%) that trigger home visits, attendance contracts, and tailored support plans.

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Build a Positive Attendance Culture for Scholars and Families

Strategy's Expected Result/Impact: Tactic 1:
Establish monthly attendance competitions and incentives (class pizza parties, dress-down days, shout-outs) for homerooms hitting 97%+.

Tactic 2:
Host quarterly family attendance nights and launch a "90 Club" recognition program for students and families demonstrating strong turnaround or high consistency in attendance.

Formative Reviews

Considerable Progress

November **March** **July**

IDEA Public Schools

Brownsville Academy

2025-2026 Campus Improvement Plan

Board Approval Date:
August 12, 2025

Public Presentation Date:
August 13, 2025

Generated by Plan4Learning.com
March 12, 2026 at 10:08 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Needs Assessment Overview 5

Demographics 6

Student Learning 9

School Processes & Programs 12

Perceptions 17

Priority Problem Statements 20

Data Documentation for CNA 23

Improvement Planning Data 24

Accountability Data 24

Student Data: Assessments 24

Student Data: Student Groups 25

Student Data: Behavior and Other Indicators 25

Employee Data 25

Parent/Community Data 25

Support Systems and Other Data 25

Goals 26

Goal 1 : Increase student performance in math K-5 27

Goal 2 : Increase students performance in reading K-5 32

Goal 3 : Increase student attendance 37

Goal 4 : Transform communication systems to empower families 43

Goal 5 : Adopt an inclusive approach to support all students 47

Title I Summary 53

Title I Personnel 54

Funding Summary 55

SCE Accelerated Instruction (PIC 24) 56

IDEA-B (4130) 56

State SPED (PIC 23) 56

State BESL (PIC 25) 56

Title I Parent Reservation (4120-PAR) 57

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

NEEDS ASSESSMENT OVERVIEW

Feedback collected from teachers indicates a growing need for instructional resources in students' native languages to support their transition to English language acquisition. As class sizes continue to grow, it becomes increasingly difficult to meet the diverse needs of all learners within the instructional time and with the current set of materials.

Additionally, there is a widespread call to establish a more effective system for tracking student progress, implementing timely interventions, and facilitating consistent communication with families, including through videos and live sessions. While our existing communication methods are generally effective, challenges remain. These include last-minute changes, incomplete messaging, and frequent updates to the school calendar, which can disrupt planning and impact overall execution.

Academically, we observed a decline in math performance among 3rd–5th grade students. Student feedback revealed feelings of frustration with the material, pointing to outdated instructional formats and misaligned teaching practices. Many classrooms rely heavily on teacher modeling with limited opportunities for student practice and engagement, which may contribute to decreased understanding and confidence in math.

In terms of attendance, the school saw a 0.35% improvement compared to the previous year. A total of 70 families were identified as having students with chronic absenteeism during the 2024–2025 school year. Many of these absences lacked valid justification, suggesting that a more proactive and targeted approach to attendance earlier in the year could have yielded better outcomes.

Demographics

Summary

DEMOGRAPHICS

IDEA Brownsville Academy is part of the IDEA Public Schools open charter school district. Our campus was founded in 2012 and serves students from kinder through 5th grade. Our approximate enrollment is 688 students: 49% males and 51% females. The demographics in our campus is comprised of the following: 59% at-risk, 12.11% special education, 81.77% economically disadvantaged, 57.55% emergent bilinguals, 97.15% Hispanic, 2.42% white, .14% African American, and 3 other groups with less than 1% population. Our new students are selected through lottery in February after the re-registration period that runs from September to January.

The average daily attendance for IDEA Brownsville Academy for the 24-25 school year was 95.35%. The mobility rate is less than 5%. Our discipline records show a total of 39 incidents out of which 20 were out of school suspensions and 19 were in-school suspensions.

DISCIPLINE	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
ISS	3	0	2	1	0	0	3	6	6
OSS	0	0	2	3	7	4	1	3	0
TOTAL	3	0	0	4	7	4	4	9	6

Our total student attrition was 58 students, equal to 8.05%.

The average number of students to teacher ratio is 27. Our staff is comprised of 30 full-time teachers (7 males and 23 females) and 13 co-teachers along with 3 RISE units (life skills) serving students K-5. Close to 55% of the staff have been teaching for is between 6-10 years and 19% have taught less than 5 years. Most of the staff identifies Hispanic (84%) and 14% white. Students in grades 1st-5th have a teacher per subject, while only kindergarten is self-contained. Our teacher retention is 96%. While not all teachers are certified, they all hold a four-year degree and 4% hold a masters. Ten out of thirteen co-teachers hold a bachelor's degree while the other 3 hold an associate degree.

Among the different supplemental programs offered are a bilingual program for transitional late exit, ESL services, Special Education, and an After School Program including tutorial, sports, dance, cheer, music, art, chess, drumline, and coding classes. There are multiple student clubs specific to age groups including Student Council, National Elementary Honor Society, UIL, and Spelling Bee.

Strengths

1. Academic Performance

- Proficiency Rates: 57% of students are proficient in math, and 64% in reading, both surpassing the Texas state averages of 41% and 51%, respectively.
- Top 10% Ranking: The school ranks in the top 10% of Texas elementary schools for overall test scores, math proficiency, and reading proficiency.

2. Student Attendance & Stability

- High Attendance: The average daily attendance rate is 95.35%, indicating strong student engagement.
- Low Mobility: The mobility rate is under 5%, suggesting a stable student population.
- Low Attrition: Student attrition stands at 8.05%, which is relatively low.

3. Teacher Quality & Retention

- High Retention: The teacher retention rate is 96%, reflecting a stable and experienced teaching staff.
- Experience: Approximately 55% of teachers have 6–10 years of experience, contributing to instructional consistency.
- Certification: All teachers hold at least a four-year degree, with 4% possessing a master's degree.

4. Diverse and Inclusive Programs

- Supplemental Offerings: The school provides a range of programs, including bilingual education, ESL services, special education, and after-school activities such as sports, arts, and coding.
- Student Clubs: Opportunities like Student Council, National Elementary Honor Society, UIL, and Spelling Bee foster student leadership and engagement.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Discipline reports increased in the last 3 months of school	Teacher unstructured routines and procedures.
2	Student Code of Conduct was not referenced by families throughout the year.	SCC was only offered in PDF format which limits access to all.

★ = Priority

Student Learning

Summary

STUDENT LEARNING

Our student achievement for state exams is slightly above as compared to last year's data, increasing in all but two contents and grade levels (3rd grade math and 5th grade RLA). In the Emerging Bilingual data, 34% of our English Language Learners making at least one year progress in TELPAS.

For our non-state assessed curriculum, we performed as follows:

	W&W FE	Eureka FE	Science FE	SS FE	DIBELS	TELPAS
K	87|47	91|68	79|19	93|30	36%	
1st	93|49	56/9	75/20	86|20	85%	20% 11/54
2nd	82|39	79/13	97/63	98|79	51%	6% 4/61
3rd	68|38|18 (41) - S 84|25 (BAW) 81|53|21 (52) - S	59|28|9 (32) - S	66/16	94|65		43% 29/67
4th	82|39 (BAW)	76|51|22 (50) - S	84/32	91|67		50% 33/65
5th	81|65|26 (57)- S	82|50|19 (50) - S	78|33|10 (40) - S	97|80		49% 31/63

Our Ren STAR data showed that the campus data showed growth from BOY to EOY in 1st grade for Reading and in 1st, 3rd, 4th and 5th grade for Math. Even though most grade levels showed growth in Math, this data did not align with state exams' data.

Exam (BOY to EOY)	1st	2nd	3rd	4th	5th
Reading (BOY|EOY)	19% | 37%	40% | 33%	44%| 33%	40%| 40%	43%|46%
Math (BOY|EOY)	31%| 40%	37%| 37%	41%|55%	48%| 64%	64%|61%

Regarding our K-2 students, 36% of kinder, 85% 1st graders, and 51% of second graders ended the school year on or above grade level according to our district curriculum guidelines and DIBELS testing. Math assessments demonstrate that at least 50% of our students ended the year on or above grade level and the rest need additional support in preparedness for the next grade level.

Our retention rate for the 24-25 school year was 2% (10 students total) and all students are currently placed in Response to Intervention, Tier 2 or 3.

As we embark in the 25-26 school year, we will continue to collect data through the use of:

-Ren Star

-Panorama Results

-STAAR/TELPAS

-Grades

-MTSS

-HB 1416 tracker

-Biweekly PLCs for MTSS data and co-planning meetings

Strengths

Students performed at least 1% over last year's data in all contents except 3rd grade math and 5th grade RLA. The overall growth was 9 percentage points largely due to student growth from year to year.

Our student retention is less than 4% (state standard). According to the U.S. News Rankings, our school is #647 for all elementary schools in the state of Texas with an 85.69/100 score. We are ranked #7 in all IDEA Public Schools, and #36 in all charter elementary schools in Texas. At IDEA Brownsville Academy, 57% of students scored at or above the proficient level for math, and 64% scored at or above that level for reading, which is better than the state average.

One of our 3rd graders received the award for highest number of words read in the RGV during the Royal Reader Celebrations, with over 2,400,000 words read. Six students in grades 2nd and 3rd were nominated for National Math Stars program for their stellar math scores in Ren Star.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Second grade did not show growth in neither FE nor TELPAS.	Teachers do not have the foundational knowledge to identify gaps and address them through data.
2 ★	Misaligned grading and excessive teacher support.	Teachers do not understand what mastery looks like and how to address the gaps.
3	Supplemental aids are inconsistently used.	Teachers lack knowledge on how to identify resources that address the learning disability to reinforce skills.
4 ★	Lower grades do not receive equitable support with coaching and development.	state-tested grade levels are prioritized in our core calendar
5 ★	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.

★ = Priority

School Processes & Programs

Summary

SCHOOL PROCESSES & PROGRAMS

1. Curriculum & Instruction

IDEA Brownsville Academy delivers a rigorous, college-preparatory curriculum aligned with TEKS and IDEA's College-For-All mission. Instructional practices are data-driven and emphasize high expectations, differentiation, and student engagement. Areas of growth include increased alignment across grade levels and enhanced support for Tier 2 and Tier 3 interventions in literacy and math.

2. Professional Development

Ongoing professional development is a cornerstone of teacher and staff success. Weekly content-based coaching and data meetings support continuous instructional improvement. However, feedback indicates a need for expanded training in behavior management strategies, SPED inclusion, and integrating SEL practices across content areas.

3. Leadership & Decision-Making Processes

The leadership team at IDEA Brownsville fosters a culture of high accountability and achievement. Decision-making is primarily top-down but informed by data and teacher performance. Increasing shared leadership opportunities and stakeholder input in campus initiatives is a targeted area for growth to increase buy-in and innovation.

4. Communication

Communication with families and within the campus is frequent and purposeful. The use of Remind, newsletters, and parent meetings ensures families are informed. Internally, staff express a desire for clearer communication around policy changes, campus priorities, and expectations. Streamlined communication protocols and feedback loops are needed.

5. Organization & Context

IDEA Brownsville maintains a highly structured environment that supports a safe and orderly campus. The school's routines and expectations are well-established and consistently reinforced. Nonetheless, staff and students would benefit from more opportunities for restorative practices, reflection, and community building.

6. Scheduling

Instructional time is maximized through a structured daily schedule. We have implemented a more flexible scheduling to accommodate enrichment, intervention blocks, and teacher collaboration. Considerations for student transitions and minimizing lost instructional time are part of our scheduling.

7. Support Services

The campus offers robust academic and behavioral support services, including special education, RTI, and counseling. However, student growth and staff feedback highlight a need for expanded mental health services, consistent RTI documentation, and better integration of wraparound services for at-risk students.

8. Extracurricular / Cocurricular Opportunities

IDEA Brownsville offers extensive extracurricular options compared to other IDEA campuses. There is a clear response to student and parent interest in expanding sports, arts, and academic clubs to foster well-rounded development, social-emotional growth, and college readiness beyond the classroom.

9. Technology Integration / Plan

Classrooms are equipped with basic technology tools including projectors and student devices. Teachers use platforms like PearDeck, IXL, Summit K-12 and Clever. However, professional development in effective tech integration is inconsistent. A structured technology integration plan with digital citizenship, blended learning, and tech equity is a priority for future planning.

10. Other Areas Noted

Family engagement remains a strength, with high participation in school events but limited parent-teacher conferences. However, a formalized parent advisory council and community partnerships could further support student success.

Our campus offers a Leader in Training (LIT) program designed to cultivate leadership skills among teachers. Through this initiative, teachers actively participate in instructional rounds alongside the administrative team, refine their time and task management strategies, analyze root causes of instructional gaps, and deepen their instructional expertise.

For current campus leaders, a clearly defined scope and sequence guides leadership development throughout the year. This framework includes regular opportunities for skill unpacking, practice, and targeted feedback, all aligned to key leadership and coaching competencies.

To promote strong teaching and learning, outstanding educators are publicly recognized annually and designated as master teachers, providing models of excellence and opening their classrooms for peer observations. Additionally, teachers are tiered based on their level of support needed, allowing for increased autonomy and creativity in their instructional approach—while ensuring clarity and accountability around expected outcomes.

Our master schedule includes Move This World, a social-emotional learning (SEL) curriculum, paired with the R.O.A.R. framework—*Respect, Obey, Act Responsibly, Ready to Learn*—adapted from PBIS to promote positive student behavior and decision-making throughout the day. Visual reminders such as R.O.A.R. and IDEA 55 posters are displayed in central areas across campus. Students are also taught and encouraged to use mindful strategies during class, recess, and intervention time to support emotional regulation and focus.

Technology access is prioritized, with a 2:1 student-to-device ratio in grades 3–5, and computers on wheels available for grades K–2, enhancing blended learning opportunities.

Each year, the campus hosts curriculum nights to provide families with tools and strategies to support their children's academic progress at home.

Discipline is approached through restorative lens, encouraging collaboration among staff and consistency in addressing student behavior using PBIS and ABC strategies. Student behavior is tracked through a positive point system tied to the R.O.A.R. expectations, fostering intrinsic motivation and rewarding good choices.

Every Monday, the school gathers for PowWow, a celebratory assembly where Bobcats are recognized for achievements in attendance, positive behavior, academics, and physical activity.

Additionally, the campus offers a wide range of free extracurricular programs, including sports, dance, cheer, arts and crafts, drumline, chess, gaming, and guitar/music, available Monday through Friday to support whole-child development and enrichment beyond the classroom.

Campus operating mechanisms include constant progress monitoring of all populations to ensure a love of learning and continuous improvement are in place. Bobcats are always supervised during recess and lunch breaks. Cameras are located in every hallway for additional supervision. All doors remain locked throughout the school day and visitors are allowed by appointment only.

See PDF in Addendum for more information.

Strengths

STRENGTHS

1. Curriculum & Instruction

- Rigorous, College-Preparatory Curriculum: The academy delivers a curriculum aligned with TEKS and IDEA's College-For-All mission, emphasizing high expectations, differentiation, and student engagement.
- Structured Daily Schedule: Instructional time is maximized through a structured daily schedule, accommodating enrichment, intervention blocks, and teacher collaboration.

2. Professional Development

- Ongoing Coaching & Data Meetings: Weekly content-based coaching and data meetings support continuous instructional improvement.

- Leader in Training (LIT) Program: Teachers participate in instructional rounds, refine time and task management strategies, and deepen their instructional expertise.

3. Leadership & Decision-Making

- High Accountability Culture: The leadership team fosters a culture of high accountability and achievement.
- Master Teacher Recognition: Outstanding educators are publicly recognized annually and designated as master teachers, providing models of excellence and opening their classrooms for peer observations.

4. Communication

- Frequent Family Engagement: Communication with families is frequent and purposeful through tools like Remind, newsletters, and parent meetings.
- Curriculum Nights: The campus hosts curriculum nights to provide families with tools and strategies to support their children's academic progress at home.

5. Support Services

- Comprehensive Support Programs: The campus offers robust academic and behavioral support services, including special education, RTI, and counseling.
- RISE Units: Three RISE units (life skills) serve students K-5, providing specialized support.

6. Extracurricular Opportunities

- Extensive Offerings: The academy offers a wide range of free extracurricular programs, including sports, dance, cheer, arts and crafts, drumline, chess, gaming, and guitar/music, available Monday through Friday.
- Student Clubs: Multiple student clubs, such as Student Council, National Elementary Honor Society, UIL, and Spelling Bee, foster student leadership and engagement.

7. Technology Integration

- Classroom Technology: Classrooms are equipped with basic technology tools, including projectors and student devices.
- Blended Learning Platforms: Teachers use platforms like PearDeck, IXL, Summit K-12, and Clever to enhance learning experiences.

8. Social-Emotional Learning (SEL)

- SEL Curriculum: The school implements the Move This World SEL curriculum paired with the R.O.A.R. framework—Respect, Obey, Act Responsibly, Ready to Learn—to promote positive student behavior and decision-making.
- Mindfulness Strategies: Students are taught and encouraged to use mindful strategies during class, recess, and intervention time to support emotional regulation and focus.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Lower grades do not receive equitable support with coaching and development.	state-tested grade levels are prioritized in our core calendar
2	Limited collaboration among team members to decide on tech rotation.	Decision-making is not owned by all stakeholders.
3 ★	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.
4 ★	Discipline reports increased in the last 3 months of school	Teacher unstructured routines and procedures.
5 ★	Second grade did not show growth in neither FE nor TELPAS.	Teachers do not have the foundational knowledge to identify gaps and address them through data.

6 ★	Misaligned grading and excessive teacher support.	Teachers do not understand what mastery looks like and how to address the gaps.
7	Supplemental aids are inconsistently used.	Teachers lack knowledge on how to identify resources that address the learning disability to reinforce skills.
8	Community partnerships are non-existent with our campus	Community outreach has never been planned nor led by a team member.
9 ★	Communication flowchart stalled across all stakeholders: transportation, teachers, administration, and parents.	Process was only communicated during Meet the Teacher.

★ = Priority

Perceptions

Summary

PERCEPTIONS

Families who apply to IDEA Brownsville are typically seeking a highly structured and academically focused environment centered on our mission of ensuring all scholars go to and through college. Our classrooms are intentionally designed to provide a rigorous, supportive setting where students receive high-quality instruction and are encouraged to collaborate, grow, and thrive both academically and socially.

As part of our Positive Behavioral Interventions and Supports (PBIS) framework, we implement an incentive system that includes the Bob-ee Store, which will continue to operate as a motivational tool within our behavior and discipline management approach.

For families who are unable to attend our school-wide "Welcome to IDEA" event in May, we provide one-on-one onboarding sessions led by our Enrollment Coordinator, Lauren Killebrew. During these sessions, parents receive a Parent Playbook and a personalized overview of campus expectations, communication channels, and important logistical information to ensure a seamless start to the school year.

We provide parents with a yearlong events calendar, empowering them to plan ahead and engage meaningfully in their children's education. This proactive approach enhances communication, fosters stronger school-family partnerships, and supports student success. By offering a comprehensive view of upcoming events, parents can better manage their schedules and participate in school activities, leading to improved academic outcomes and a more cohesive school community.

In addition to this orientation, parents meet with their child’s grade-level administrator and the campus principal. Representatives from key departments including transportation, health services, cafeteria, and after-school programs also connect with families to share resources, provide guidance, and answer any questions, ensuring every family feels informed, supported, and welcomed into our school community.

Our active parent volunteer program plays a pivotal role in supporting staff and campus events, enabling educators to concentrate on instructional priorities and deliver their best throughout the school year. This collaborative effort contributes to our impressive 96% staff retention rate.

Parent volunteers significantly enhance educational experience by assisting with classroom activities, organizing events, and providing additional support where needed. This involvement not only lightens the workload for teachers but also fosters a stronger connection between home and school, leading to improved communication and a more supportive learning environment.

Moreover, research indicates that schools with active parent volunteer programs often experience higher teacher job satisfaction and lower stress levels, as educators feel more supported and valued.

By fostering a culture of collaboration and mutual support, our parent volunteer program not only enriches the student experience but also contributes to the overall success and stability of our school community.

Strengths

The school provides a yearlong events calendar and personalized onboarding sessions led by the Enrollment Coordinator. This proactive communication ensures families are well-informed and can actively participate in their children's education.

An engaged parent volunteer program supports staff and campus events, allowing educators to focus on instructional priorities. This collaboration contributes to a positive school culture and enhances student learning experiences.

The implementation of the Bob-ee Store as an incentive system motivates students to exhibit positive behavior. This approach reinforces the school's commitment to fostering a respectful and responsible learning environment.

The school's efforts to engage families through events like "Welcome to IDEA" and one-on-one onboarding sessions demonstrate a

commitment to inclusivity. By connecting families with various departments, the school ensures that every family feels supported and welcomed.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Community partnerships are non-existent with our campus	Community outreach has never been planned nor led by a team member.
2	Student Code of Conduct was not referenced by families throughout the year.	SCC was only offered in PDF format which limits access to all.
3 ★	Communication flowchart stalled across all stakeholders: transportation, teachers, administration, and parents.	Process was only communicated during Meet the Teacher.
4	Limited collaboration among team members to decide on tech rotation.	Decision-making is not owned by all stakeholders.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Discipline reports increased in the last 3 months of school	Teacher unstructured routines and procedures.
2 ★	Second grade did not show growth in neither FE nor TELPAS.	Teachers do not have the foundational knowledge to identify gaps and address them through data.
3 ★	Misaligned grading and excessive teacher support.	Teachers do not understand what mastery looks like and how to address the gaps.
4 ★	Lower grades do not receive equitable support with coaching and development.	state-tested grade levels are prioritized in our core calendar
5 ★	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.
6 ★	Communication flowchart stalled across all stakeholders: transportation, teachers, administration, and parents.	Process was only communicated during Meet the Teacher.

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Communications data**

Goals

Goal 1 Increase student performance in math K-5

Performance Objective 1

90% of teachers in K-5 will earn proficient or higher in GET 5 by May 2026.

Evaluation Data Source: 1. School Status weekly reports,
2. Coaching tracker | API calendar,
3. Student profile monitoring during MTSS (PLCs),
4. Attendance and feedback from professional development sessions
5. Teacher self-assessments and growth plans

Strategy 1

Provide monthly targeted professional development focused on GET 5 practices.

Strategy's Expected Result/Impact: Aligned grading and academic performance across all data metrics.

Staff Responsible for Monitoring: Assistant Principals

Problem Statements: Student Learning 2, 4, 5 - School Processes & Programs 1, 3, 6

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Conduct biweekly classroom observations with immediate feedback and action steps.

Strategy's Expected Result/Impact: Increased proficiency in GET 5

Staff Responsible for Monitoring: Assistant Principals

Problem Statements: Student Learning 1, 5 - School Processes & Programs 3, 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Second grade did not show growth in neither FE nor TELPAS.	Teachers do not have the foundational knowledge to identify gaps and address them through data.
2	Misaligned grading and excessive teacher support.	Teachers do not understand what mastery looks like and how to address the gaps.
4	Lower grades do not receive equitable support with coaching and development.	state-tested grade levels are prioritized in our core calendar
5	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Lower grades do not receive equitable support with coaching and development.	state-tested grade levels are prioritized in our core calendar
3	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.
5	Second grade did not show growth in neither FE nor TELPAS.	Teachers do not have the foundational knowledge to identify gaps and address them through data.
6	Misaligned grading and excessive teacher support.	Teachers do not understand what mastery looks like and how to address the gaps.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase the percentage of students who earn meets in STAAR Math standards from 42% to 55% by May 2026.

Evaluation Data Source: 1. STAAR scores and growth results
2. Progress monitoring through assessments

Strategy 1

Implement daily guided math rotations with a focus on differentiation during learning lab time.

Strategy's Expected Result/Impact: Proactive identification of gaps and improved academic performance.

Staff Responsible for Monitoring: Assistant Principal for Math

Problem Statements: Student Learning 2, 5 - School Processes & Programs 3, 6

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Strengthen vertical alignment content meetings for data-driven planning.

Strategy's Expected Result/Impact: Alignment across all grades for content expectations and closing foundational gaps.

Staff Responsible for Monitoring: Assistant Principal for Math

Problem Statements: Student Learning 1, 2 - School Processes & Programs 5, 6

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Second grade did not show growth in neither FE nor TELPAS.	Teachers do not have the foundational knowledge to identify gaps and address them through data.
2	Misaligned grading and excessive teacher support.	Teachers do not understand what mastery looks like and how to address the gaps.
5	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.
5	Second grade did not show growth in neither FE nor TELPAS.	Teachers do not have the foundational knowledge to identify gaps and address them through data.
6	Misaligned grading and excessive teacher support.	Teachers do not understand what mastery looks like and how to address the gaps.

Goal 2 Increase students performance in reading K-5

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase students DIBELS proficiency to 70% for K-2 by May 2026.

Evaluation Data Source: DIBELS progress monitoring, walkthrough and observations data, coaching trackers

Strategy 1

Strengthen core instruction through weekly DI and DIBELS fidelity observations.

Strategy's Expected Result/Impact: 70% of students in K-2 meet desired growth/proficiency by EOY

Staff Responsible for Monitoring: Interventionist K-2

Problem Statements: Student Learning 1, 2, 4, 5 - School Processes & Programs 1, 3, 5, 6

TEA Priorities: Build a foundation of reading and math

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Biweekly progress monitoring to drive intervention planning.

Strategy's Expected Result/Impact: Regrouping in response to data every 2-3 weeks, consistency in coaching

Staff Responsible for Monitoring: Grade Team Leaders In K-2

Problem Statements: Student Learning 1, 2, 5 - School Processes & Programs 3, 5, 6

TEA Priorities: Build a foundation of reading and math

Formative Reviews

	November	March	July
Some Progress			

Strategy 3

Provide tiered coaching and support by grade level to build teacher capacity in literacy routines.

Strategy's Expected Result/Impact: GTL host monthly literacy PLCs to model effective models and exemplars, DIBELS progress monitoring data is visible and acknowledged.

Staff Responsible for Monitoring: Grade Team Leaders for K-2

Problem Statements: Student Learning 1, 2 - School Processes & Programs 5, 6

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Second grade did not show growth in neither FE nor TELPAS.	Teachers do not have the foundational knowledge to identify gaps and address them through data.
2	Misaligned grading and excessive teacher support.	Teachers do not understand what mastery looks like and how to address the gaps.
4	Lower grades do not receive equitable support with coaching and development.	state-tested grade levels are prioritized in our core calendar
5	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Lower grades do not receive equitable support with coaching and development.	state-tested grade levels are prioritized in our core calendar
3	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.
5	Second grade did not show growth in neither FE nor TELPAS.	Teachers do not have the foundational knowledge to identify gaps and address them through data.
6	Misaligned grading and excessive teacher support.	Teachers do not understand what mastery looks like and how to address the gaps.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase the percentage of 3rd-5th graders SAS STAAR Reading from 50 to 53.

Evaluation Data Source: 1. STAAR results
2.Data wall updates and PLC analysis notes

Strategy 1

Utilize data walls to track reading growth by TEKS objective.

Strategy's Expected Result/Impact: Increased data driven decisions and academic performance.

Staff Responsible for Monitoring: Assistant Principal for RLA

Problem Statements: Student Learning 1, 2, 4 - School Processes & Programs 1, 5, 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, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Introduce structured content strategies across all classrooms.

Strategy's Expected Result/Impact: Increased alignment across all classrooms leading to improved academic performance.

Staff Responsible for Monitoring: Assistant Principal for RLA

Problem Statements: Student Learning 2, 4, 5 - School Processes & Programs 1, 3, 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, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Second grade did not show growth in neither FE nor TELPAS.	Teachers do not have the foundational knowledge to identify gaps and address them through data.
2	Misaligned grading and excessive teacher support.	Teachers do not understand what mastery looks like and how to address the gaps.
4	Lower grades do not receive equitable support with coaching and development.	state-tested grade levels are prioritized in our core calendar
5	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Lower grades do not receive equitable support with coaching and development.	state-tested grade levels are prioritized in our core calendar
3	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.
5	Second grade did not show growth in neither FE nor TELPAS.	Teachers do not have the foundational knowledge to identify gaps and address them through data.
6	Misaligned grading and excessive teacher support.	Teachers do not understand what mastery looks like and how to address the gaps.

Goal 3 Increase student attendance

Performance Objective 1

Decrease chronic absenteeism from 12% to 10%

Evaluation Data Source: ADA reports, escalation matrix

Strategy 1

Train staff on effective use of escalation matrix through role-playing scenarios.

Strategy's Expected Result/Impact: Chronic absenteeism decreased from 10% to 9%

Staff Responsible for Monitoring: Assistant Principal of Operations

Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 3, 4

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 2

Conduct monthly reviews of incident logs for trends and corrective actions.

Strategy's Expected Result/Impact: Improved student persistence and proactive family communication.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1 - School Processes & Programs 4, 9 - Perceptions 3

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Some Progress

November **March** **July**

Strategy 3

Communicate escalation matrix procedures to families during parent meetings.

Strategy's Expected Result/Impact: Parents understand and follow procedures

Staff Responsible for Monitoring: Assistant Principal of Operations

Problem Statements: School Processes & Programs 9 - Perceptions 3

TEA Priorities: Connect high school to career and college

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Discipline reports increased in the last 3 months of school	Teacher unstructured routines and procedures.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.
4	Discipline reports increased in the last 3 months of school	Teacher unstructured routines and procedures.
9	Communication flowchart stalled across all stakeholders: transportation, teachers, administration, and parents.	Process was only communicated during Meet the Teacher.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Communication flowchart stalled across all stakeholders: transportation, teachers, administration, and parents.	Process was only communicated during Meet the Teacher.

Performance Objective 2 ☑ High Priority

IDEA Brownsville will improve Average Daily Attendance from 93.3 to 93.5% for the 25-26 school year.

Evaluation Data Source: 1. ADA weekly reports, homeroom reports,
2. chronic absenteeism entered in PowerSchool,
3. escalation matrix entry logs

Strategy 1

Launch monthly attendance incentives for students and classrooms.

Strategy's Expected Result/Impact: Daily attendance meets 96% or higer

Staff Responsible for Monitoring: Assistant Principal of Operations

Problem Statements: School Processes & Programs 9 - Perceptions 3

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Implement home visit protocols for students with repeated absences.

Strategy's Expected Result/Impact: Proactive approach to stop the chronic absenteeism by the 3rd occurrence.

Staff Responsible for Monitoring: Grade Level Administrators

Problem Statements: School Processes & Programs 9 - Perceptions 3

TEA Priorities: Connect high school to career and college

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
9	Communication flowchart stalled across all stakeholders: transportation, teachers, administration, and parents.	Process was only communicated during Meet the Teacher.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Communication flowchart stalled across all stakeholders: transportation, teachers, administration, and parents.	Process was only communicated during Meet the Teacher.

Performance Objective 3

100% of students from 2nd-thru 5th grade will meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Evaluation Data Source: weekly MVPA (IHT report) tracking, observations,

Strategy 1

Host monthly physical challenges to engage students.

Strategy's Expected Result/Impact: Activity trackers show higher MVPA

Staff Responsible for Monitoring: PE Coach

Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 3, 4

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Discipline reports increased in the last 3 months of school	Teacher unstructured routines and procedures.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.
4	Discipline reports increased in the last 3 months of school	Teacher unstructured routines and procedures.

Goal 4 Transform communication systems to empower families

Performance Objective 1

100% of Title I requirements will be met by end of 25-26 school year through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Report Card Pick Up. (TEC 11.253(d)(9)).

Evaluation Data Source: 1. Invites posted on both social media and school webpage,
2.sign in sheets, viewers per video uploads.
3. copies of distributed materials
4. feedback survey results

Strategy 1

Develop a yearly calendar for Title I events and communications.

Strategy's Expected Result/Impact: Higher family engagement and investment.

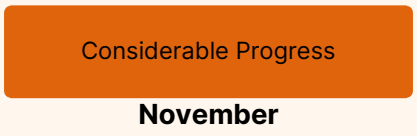
Staff Responsible for Monitoring: School Counselor

Problem Statements: School Processes & Programs 9 - Perceptions 3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Use surveys to gather feedback from families after each event.

Strategy's Expected Result/Impact: Parent buy-in and investment in their children's education

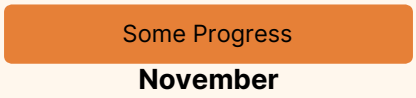
Staff Responsible for Monitoring: School Counselor

Problem Statements: Student Learning 5 - School Processes & Programs 3, 9 - Perceptions 3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



November | March | July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.
9	Communication flowchart stalled across all stakeholders: transportation, teachers, administration, and parents.	Process was only communicated during Meet the Teacher.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Communication flowchart stalled across all stakeholders: transportation, teachers, administration, and parents.	Process was only communicated during Meet the Teacher.

Performance Objective 2 ☑ High Priority

100% of staff will complete the Anti-Bullying and Safer, Smarter School curriculum by September of the 25-26 school year.

Evaluation Data Source: student rosters for curriculum completion

Strategy 1

Assign team leaders to monitor curriculum implementations.

Strategy's Expected Result/Impact: Compliance in all curriculum

Staff Responsible for Monitoring: School Counselor

Problem Statements: Demographics 1 - School Processes & Programs 4, 9 - Perceptions 3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Use follow-up Assessments to reinforce key learnings.

Strategy's Expected Result/Impact: Staff implement learnings with consistency.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 3, 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Discipline reports increased in the last 3 months of school	Teacher unstructured routines and procedures.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.
4	Discipline reports increased in the last 3 months of school	Teacher unstructured routines and procedures.
9	Communication flowchart stalled across all stakeholders: transportation, teachers, administration, and parents.	Process was only communicated during Meet the Teacher.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Communication flowchart stalled across all stakeholders: transportation, teachers, administration, and parents.	Process was only communicated during Meet the Teacher.

Goal 5 Adopt an inclusive approach to support all students

Performance Objective 1 ☑ High Priority

Increase the percentage of Emergent Bilinguals in second grade making one composite growth from 6% to 36%

Evaluation Data Source: 1. Summit K-12 data reports,
2. teacher observations collecting implementation data
3. family workshop attendance and feedback

Strategy 1

Provide weekly small-group instruction focused on language acquisition.

Strategy's Expected Result/Impact: progress on language acquisition

Staff Responsible for Monitoring: EB Point Person

Problem Statements: Student Learning 1, 2, 5 - School Processes & Programs 3, 5, 6

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Engage families through workshops on supporting bilingual learners.

Strategy's Expected Result/Impact: Family engagement and investment in their children's education.

Staff Responsible for Monitoring: EB Point Person

Problem Statements: Student Learning 1 - School Processes & Programs 5, 9 - Perceptions 3

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Second grade did not show growth in neither FE nor TELPAS.	Teachers do not have the foundational knowledge to identify gaps and address them through data.
2	Misaligned grading and excessive teacher support.	Teachers do not understand what mastery looks like and how to address the gaps.
5	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.
5	Second grade did not show growth in neither FE nor TELPAS.	Teachers do not have the foundational knowledge to identify gaps and address them through data.
6	Misaligned grading and excessive teacher support.	Teachers do not understand what mastery looks like and how to address the gaps.
9	Communication flowchart stalled across all stakeholders: transportation, teachers, administration, and parents.	Process was only communicated during Meet the Teacher.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Communication flowchart stalled across all stakeholders: transportation, teachers, administration, and parents.	Process was only communicated during Meet the Teacher.

Performance Objective 2 ☑ High Priority

Increase the percentage of special educations students reaching approaching in all 3 STAAR exams from X to X%

Evaluation Data Source: 1. exit tickets, weekly exams,
2. fidelity observations
3. IEP session records

Strategy 1

Collaborate with SPED teachers to implement IEP-aligned strategies during co-planning meetings.

Strategy's Expected Result/Impact: Aligned practices between SPED and GEN Ed teachers

Staff Responsible for Monitoring: SPED Point Person

Problem Statements: Student Learning 2, 4, 5 - School Processes & Programs 1, 3, 6

Formative Reviews

Moderate Progress

November	March	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Misaligned grading and excessive teacher support.	Teachers do not understand what mastery looks like and how to address the gaps.
4	Lower grades do not receive equitable support with coaching and development.	state-tested grade levels are prioritized in our core calendar
5	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Lower grades do not receive equitable support with coaching and development.	state-tested grade levels are prioritized in our core calendar
3	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.
6	Misaligned grading and excessive teacher support.	Teachers do not understand what mastery looks like and how to address the gaps.

Performance Objective 3 ☑ High Priority

Use Interventionist to identify and progress monitor 100% of students in CSI, retainees, and below grade level through MTSS.

Evaluation Data Source: 1. MTSS meeting minutes,
2. Staff training logs
3. Ren Star reports, CSI tracker, gradebook

Strategy 1

Develop MTSS data meetings to review and update intervention plans.

Strategy's Expected Result/Impact: Staff document supports when given and align their grading to gradebook policy.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2, 5 - School Processes & Programs 3, 6

Funding Sources: Interventionist SCE Accelerated Instruction (PIC 24),

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress		
November	**March**	**July**

Strategy 2

Provide staff with ongoing MTSS training and resources

Strategy's Expected Result/Impact: Understanding and implementation of interventions leading to improved data

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2, 5 - School Processes & Programs 3, 6

Formative Reviews

Some Progress		
November	**March**	**July**

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Misaligned grading and excessive teacher support.	Teachers do not understand what mastery looks like and how to address the gaps.
5	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Current professional development sessions lack strategic alignment with campus goals and fail to address the specific needs of faculty and staff.	Compliance-based trainings and course collaborations often take priority or overlap with schedules leading to ineffective teacher development.
6	Misaligned grading and excessive teacher support.	Teachers do not understand what mastery looks like and how to address the gaps.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ANGELICA LIZBETH MORALES	COTEACHER	School-wide Program	1
CAROLINA LOPEZ	COTEACHER	School-wide Program	1
ELISA BELMARES SANCHEZ	COTEACHER	School-wide Program	1
JESSICA CASAS	COTEACHER	School-wide Program	1
JOANA E AMBRIZ ALVAREZ	COTEACHER	School-wide Program	1
MICHELLE DELGADILLO	COTEACHER	School-wide Program	1
REGINA SANTOY	TEACHER - INTERVENTIONIST	School-wide Program	1
ROGER REYNA	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	3	1	Interventionist	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$45,550.88
				+/- Difference	**$45,550.88**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,257.82
				+/- Difference	**$6,257.82**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$9,665.06
				+/- Difference	**$9,665.06**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$11,480.88
				+/- Difference	**$11,480.88**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,116.20
				+/- Difference	**$3,116.20**

IDEA Public Schools



Brownsville College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:10 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 9

School Processes & Programs 14

Perceptions 20

Priority Problem Statements 24

Data Documentation for CNA 26

Improvement Planning Data 27

Accountability Data 27

Student Data: Assessments 27

Student Data: Student Groups 28

Student Data: Behavior and Other Indicators 28

Employee Data 29

Parent/Community Data 29

Support Systems and Other Data 29

Goals 30

Goal 1 : Work with HB1416 completion 31

Goal 2 : 90% Approaching | 60% Meets | 30% Mastered on STAAR/EOC / Campus Wide 39

Goal 3 : 25% of seniors for the class of 2026 matriculate to Tier 1 or 2 Universities 50

Goal 4 : 30% of Graduated Seniors named AP Scholars 57

Goal 5 : 90% Persistence for College Prep Campus for the 2025-2026 School year. 60

Title I Summary 67

Title I Personnel 68

Comprehensive Needs Assessment

Demographics

Summary

IDEA Brownsville opened its doors to our community in August 2012, welcoming our very first Kinder, 1st, 2nd, and 6th grade scholars. From those humble beginnings, our campus has grown into a full Kinder–12th grade school, proudly serving approximately 770 scholars in grades 6–12. We are deeply rooted in our community — one that is predominantly Hispanic — with approximately 97% of our student population identifying as Hispanic.

Our Bobcat team is made up of approximately 60-70 incredible faculty and staff members who are committed to the success of every student, every day. We are a College Prep campus that believes all students deserve the opportunity to attend and graduate from college.

Our district attendance goal is 97%, and our campus closed the year at 94.96%. We continue to work closely with our families to ensure that every scholar is present and learning each day. Currently, 8% of our scholars are served through Special Populations, 38% are English Language Learners, and 80.31% are Economically Disadvantaged. Our student body is composed of 57.9% male and 42.1% female scholars.

At IDEA Brownsville, we are intentional about meeting the unique needs of all students. Special program services are provided in the least restrictive environment, whether that's in general education classrooms, specialized settings, or a blend of both. Our goal is always to ensure that students receiving services are included, supported, and thriving alongside their peers in both academic and school activities. These programs are purposefully designed to align with the needs of our students, families, and community, ensuring that every scholar has access to the tools and opportunities they need to succeed.

As a College Prep campus, we are steadfast in our commitment to 100% graduation and 100% college matriculation. Our scholars also explore additional post-secondary pathways, such as military service, which contributes to our CCMR (College, Career, and Military Readiness) accountability.

Our teacher retention rate stands at 86%, and we take pride in fostering a positive and collaborative environment for educators. When we first opened in 2012, IDEA Brownsville was a scaling campus—adding one grade level each year until 2019, when we celebrated our first graduating class. Since then, we've been a fully scaled 6–12 campus, continuing to grow in excellence and tradition.

Recruitment and staffing efforts are supported by IDEA Public Schools' headquarters team, which advertises openings across multiple platforms. Prospective staff complete an online application process, including an initial review of qualifications and interviews, leading to potential hiring decisions.

Our campus leadership team includes one Principal, three Assistant Principals, one Director of College Counseling, two College Counselors, one Assistant Principal of Operations, and one School Counselor. Beyond this core team, we have strong leadership at every level, including grade-level team leaders for grades 6–12 who support logistics, culture, and student behavior, as well as academic content leaders who drive instructional excellence in math, ELA, science, humanities, SPED, and electives.

Collaboration is at the heart of how we plan and lead. Our leadership team partners with content leaders and IDEA Headquarters to design yearlong professional development. Grade-level and content leaders provide ongoing feedback throughout the year, ensuring our plans remain responsive and relevant. Dedicated planning days are also provided for grade-level leaders to coordinate field lessons and other key student experiences.

Ultimately, every layer of collaboration—from professional development to campus planning—aligns with our continuous improvement goals. We believe that when we invest deeply in our staff, families, and

students, we create a foundation for lasting success. Together, we continue to live our mission of preparing every Bobcat scholar for success in college, career, and life.

Strengths

At IDEA College Prep Brownsville, our greatest strength lies in our people — the dedicated faculty, staff, and stakeholders who work each day to ensure our students are set up for success in college, career, and life.

Professional Development and Instructional Excellence
Our faculty and staff are provided with **targeted professional development opportunities** that directly support their content areas and instructional goals. These learning opportunities ensure our teachers are equipped with the tools, strategies, and confidence to deliver rigorous, high-quality instruction aligned to our college preparatory mission.

Strong Team and Family Culture
Our campus continues to foster IDEA's **Team and Family core value**. Teachers and staff actively build positive relationships with one another and with their students, creating a culture of belonging and collaboration. This sense of unity has been instrumental in supporting **teacher satisfaction and retention**.

Healthy Work-Life Balance and Leadership Support
Campus leadership prioritizes a **healthy work-life balance** and models wellness by encouraging staff to take care of themselves personally and professionally. Our leadership team's consistent encouragement and open communication help sustain high morale and long-term engagement.

Mission-Driven Faculty and Staff
Faculty and staff are deeply **invested in IDEA's mission** and lead by example both in and outside of the classroom. They demonstrate an unwavering commitment to ensuring that every scholar is prepared for success in their **postsecondary education** and that our school continues to be a beacon of academic excellence within the community.

Family and Community Engagement
Our teachers and staff actively engage families through multiple communication platforms such as **Remind** and **Facebook**, ensuring transparency and collaboration. We also use **Parent survey data** to guide and improve family engagement events, ensuring that our initiatives reflect the needs and voices of our community.

Collaborative and Supportive Stakeholder Relationships
Stakeholders across the campus — including faculty, staff, parents, and community partners — have built **strong, trusting relationships** that promote a healthy, inclusive, and academically focused environment. This collaboration strengthens our campus culture and enhances student learning experiences.

Highly Qualified and High-Performing Teachers
Our teaching staff includes several educators who hold **Master's Degrees** and consistently perform at high levels on the **Teacher Career Pathway (TCP)** framework. With the majority of our teachers performing at **Levels 3, 4, and 5**, we take pride in having a talented, experienced, and driven instructional team committed to continuous improvement and student success.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.
2	Over the past four years, IDEA College Prep Brownsville has experienced an increase in the number of student leavers. While the majority of scholars remain enrolled throughout the school year, a growing number of students and families are choosing to transfer to other schools in the area during the summer months. This trend affects overall campus stability and student learning continuity.	1. Competing schools in the area may offer perceived advantages (e.g., extracurricular programs, proximity, or alternative scheduling). 2. Limited family engagement during the summer months reduces the opportunity to reinvest families in IDEA's college-prep mission.
3	Our Special Programs department has not met the target metric of 60% mastery on STAAR. While progress has been made in supporting students through individualized instruction and accommodation, overall academic outcomes for students served in Special Programs remain below district and state expectations. This performance gap indicates a continued need for targeted instructional support.	1. Utilize progress monitoring tools (e.g., weekly data trackers, formative assessments) to identify learning gaps early and adjust instruction accordingly. 2. Review SPED student performance data after each assessment window to drive reteach plans and intervention priorities.
4	A certain percentage of our student population is not performing on grade level in writing. While students demonstrate growth in content knowledge and reading comprehension, many continue to struggle with written expression, including organization, clarity, and use of academic language. This skill gap impacts performance across all content areas.	1. Students may not receive regular opportunities for drafting, revising, and editing based on targeted teacher feedback. 2. Students entering upper grades may have persistent gaps in grammar, sentence structure, and mechanics that hinder their ability to compose complex, coherent writing.

5

Across grades 6-12, many students are not demonstrating grade-level problem-solving skills within core content areas such as Math and Science. While students often show understanding of foundational concepts, they struggle to apply that knowledge to multi-step, real-world, or higher-order thinking problems. This indicates a need for stronger instructional focus on critical thinking, reasoning.

1. Students may understand isolated concepts but struggle to apply them when presented in unfamiliar or real-world contexts. 2. Many students lack experience breaking down complex problems into smaller, manageable parts.

6

A portion of our student population in grades 6-12 is not performing on grade level in reading. While many students demonstrate progress in comprehension and fluency, a certain number continue to struggle with critical reading skills such as vocabulary development, inferencing, and analysis of complex texts. This gap impacts performance across all content areas.

1. Students may not have sufficient structured opportunities to read and analyze complex texts across all content areas. 2. Reading practice outside of ELA classes may be limited, reducing vocabulary exposure and stamina for extended reading tasks.

7

Our current new-hire onboarding system for faculty and staff requires improvement to ensure consistency, clarity, and alignment with campus expectations. While new team members receive initial training, there are still some gaps in role-specific coaching and data-driven instruction. Strengthening the onboarding process is essential to improve staff preparedness and retention.

1. Competing priorities during the start of the school year can limit the time allocated for comprehensive onboarding and follow-up meetings.

★ = Priority

Student Learning

Summary

IDEA College Prep Brownsville is on track to earn an **"A" rating** for the 2024–2025 academic year, a reflection of our scholars' hard work, our teachers' dedication, and our campus-wide focus on academic excellence.

Our commitment to **College, Career, and Military Readiness (CCMR)** remains steadfast. We proudly offer a variety of **Advanced Placement (AP) courses**, and all of our **juniors and seniors take the ACT** as part of their college preparation. With a **100% graduation rate** and a strong record of sending every graduate to a **two-year or four-year college or university**, our campus continues to fulfill the IDEA mission of sending **100% of students to and through college**.

Our **College Counseling Team**, consisting of one **Director of College Counseling** and two **College Counselors**, plays a vital role in this success. This team works individually with every junior and senior to guide them through their postsecondary journey. They focus on ensuring all scholars become **Texas Success Initiative (TSI) exempt**, achieve an **average ACT score of 21 or higher**, and secure the financial aid needed to attend college. They also support students in selecting the best-fit colleges and universities based on their academic interests and career goals. In addition, our counselors regularly **audit graduation plans and transcripts** to ensure that every student remains **on track to graduate on time**.

As a district, IDEA Public Schools holds a firm goal of preparing all students for success beyond high school—whether that means college, a postsecondary SPED program, military service, or a faith-based pathway. At IDEA Brownsville, we take pride in already achieving a **100% graduation rate**.

In the **2024–2025 school year**, we graduated **75 students**, representing a student body that is **93% Hispanic, 4% White, and 3% Asian**. For the **Class of 2026**, we project **60 graduates**, with approximately **96% identifying as Hispanic, 4% as White, and 1% as Asian or Pacific Islander**. The **Class of 2025** is also on track to achieve **100% graduation**, continuing our strong longitudinal record of success.

Across grades **6–12**, our goal is for **96% of all scholars to remain "On Track to Graduate."** While some students are retained for academic or developmental reasons, our overall **retention rate remains low—1% in middle school and 1% in high school.**

To support every scholar, we implement a comprehensive system of interventions, including **regular parent communication, after-school tutorials, Saturday tutorials, and built-in intervention blocks** within the school day. Our teachers also participate in **weekly or bi-weekly coaching meetings** with their instructional coaches. These check-ins are focused on **best teaching practices, lesson planning, and targeted support for students of concern**, including those receiving special education services.

At IDEA College Prep Brownsville, we believe every student deserves a high-quality education and the opportunity to achieve their fullest potential. Through intentional instruction, personalized support, and a culture of high expectations, we continue to build a legacy of excellence—one scholar at a time.

Strengths

Instructional Monitoring and Support
Frequent classroom observations by campus leadership and instructional coaches have strengthened the quality of teaching and learning across grade levels. Through **modeling, data-driven trackers, coaching, and targeted feedback**, teachers receive ongoing support aligned to their specific needs. This consistent presence in classrooms ensures that instruction remains responsive to the **diverse academic and social needs of our scholars**, while maintaining high expectations for rigor and engagement.

Collaborative Data-Driven Culture
A strong culture of **collaboration and data analysis** exists among campus staff. Teachers and leaders work together to review assessment data, identify trends, and adjust instruction to meet student needs. This collective approach has been **critical to improving student outcomes** and promoting shared accountability for academic success across all content areas.

Student Engagement Through Enrichment Opportunities
Our campus provides a variety of **co-curricular and extracurricular programs** that promote student engagement, leadership, and personal growth. These activities not only enhance classroom learning but also help students **apply their skills and experiences beyond the school setting**, preparing them to be well-rounded, college-ready individuals who contribute positively to their community.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Across grades 6-12, many students are not demonstrating grade-level problem-solving skills within core content areas such as Math and Science. While students often show understanding of foundational concepts, they struggle to apply that knowledge to multi-step, real-world, or higher-order thinking problems. This indicates a need for stronger instructional focus on critical thinking, reasoning.	1. Students may understand isolated concepts but struggle to apply them when presented in unfamiliar or real-world contexts. 2. Many students lack experience breaking down complex problems into smaller, manageable parts.
2 ★	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.
3	Our Special Programs department has not met the target metric of 60% mastery on STAAR. While progress has been made in supporting students through individualized instruction and accommodation, overall academic outcomes for students served in Special Programs remain below district and state expectations. This performance gap indicates a continued need for targeted instructional support.	1. Utilize progress monitoring tools (e.g., weekly data trackers, formative assessments) to identify learning gaps early and adjust instruction accordingly. 2. Review SPED student performance data after each assessment window to drive reteach plans and intervention priorities.
4	A certain percentage of our student population is not performing on grade level in writing. While students demonstrate growth in content knowledge and reading comprehension, many continue to struggle with written expression, including organization, clarity, and use of academic language. This skill gap impacts performance across all content areas.	1. Students may not receive regular opportunities for drafting, revising, and editing based on targeted teacher feedback. 2. Students entering upper grades may have persistent gaps in grammar, sentence structure, and mechanics that hinder their ability to compose complex, coherent writing.

5

A portion of our student population in grades 6-12 is not performing on grade level in reading. While many students demonstrate progress in comprehension and fluency, a certain number continue to struggle with critical reading skills such as vocabulary development, inferencing, and analysis of complex texts. This gap impacts performance across all content areas.

1. Students may not have sufficient structured opportunities to read and analyze complex texts across all content areas. 2. Reading practice outside of ELA classes may be limited, reducing vocabulary exposure and stamina for extended reading tasks.

6

Campus-wide behavior management interventions could be implemented with better consistency or to their full capacity. While structures and expectations are in place, varying levels of follow-through across grade levels and classrooms have limited the overall effectiveness of the system. This inconsistency impacts school culture, student engagement, and instructional time.

1. Not all staff members are applying the school's behavior systems and expectations consistently. 2. Differences in classroom management styles and levels of teacher experience lead to varied enforcement of consequences and rewards.

7

The social-emotional learning (SEL) curriculum is could be implemented more effectively or with more consistency across the campus. While structures and resources for SEL instruction exist, varying levels of teacher training, follow-through, and integration into daily routines have limited the program's overall impact. This inconsistency affects students' ability to develop self-management.

1. SEL is sometimes viewed as an "add-on" rather than an essential component of the school culture. 2. SEL lessons are not being delivered consistently or with fidelity to the curriculum.

8

Our campus has experienced faculty and staff turnover at key times and in critical positions during the and in previous school years, which has impacted instructional continuity, student learning, and overall campus operations. Mid-year transitions create challenges in maintaining consistency within classrooms and departments, requiring additional time and resources to onboard new staff.

1. Staff exit surveys indicate that workload, time management, and work-life balance are key factors influencing turnover. 2. Limited availability of qualified candidates during the school year delays the replacement process.

9

Students across grades 6-12 need stronger skills and understanding in resolving conflicts appropriately among themselves when they arise. While most students demonstrate positive interactions, conflicts are not always managed constructively, leading to disruptions in learning and relationships. This indicates a need for increased instruction, modeling, and reinforcement of conflict resolution.

1. Students may lack structured opportunities to learn, model, and practice effective communication and problem-solving strategies 2. SEL curriculum and lessons are not consistently delivered across grade levels or aligned to specific conflict-resolution competencies.

School Processes & Programs

Summary

Instructional Leadership and Professional Development

At IDEA College Prep Brownsville, we are intentional about developing our instructional leaders, grade-level teams, and content specialists through two key recurring structures built into our work calendar.

The first occurs through **Grade Team Leader and Content Leader meetings**, held twice monthly. These meetings provide targeted professional development aligned to the **GET Rubric** and **School Leadership Levers**, allowing leaders to grow in their roles while collaborating with colleagues across the campus. The second recurring structure takes place through **weekly check-ins with instructional coaches**, where leaders and their managers review progress toward goals, assess deliverables and deadlines, and discuss areas of strength and growth.

At the start of each school year, **new and returning instructional leaders** meet with their performance managers to review job expectations, responsibilities, and incentive structures. This ensures role clarity, alignment to campus goals, and a clear understanding of how each leader contributes to student success.

Our professional development priorities for the first quarter are determined through a review of multiple data points, including staff retention, student persistence, STAAR, AP, as well as faculty feedback. This comprehensive approach allows us to identify what has been effective and to uncover the **root causes of performance gaps** that must be addressed early in the year. Targeted professional development is delivered through **Faculty Meeting sessions** and, when necessary, **Saturday PD.** Thus, ensuring that all training is aligned with immediate campus needs.

During Quarters 2–4, our PD is adjusted based on findings from our **Progress Toward Goals (PTG)** meetings. These campus-wide meetings function as status checks in which the instructional leadership team reviews assessment data, identifies trends, and establishes clear next steps with timelines for improvement. After Quarter 4, the leadership team conducts an **end-of-year data review or a Step-Back meeting**, comparing results to previous academic years to identify patterns and root causes that will inform PD planning for the following school year.

To maintain consistent monitoring of instruction, each member of the instructional leadership team—including the **principal and three assistant principals of instruction**—sets aside weekly time for **lesson plan feedback, instructional rounds, and culture walkthroughs**. This operating mechanism allows us to monitor teaching and learning, identify trends, and norm on expectations for high-quality instruction and classroom culture.

Additionally, **weekly one-on-one coaching meetings** between instructional leaders and teachers provide focused feedback on lesson planning, student data, and classroom strategies, all aimed at improving student outcomes. Beyond campus-level mechanisms, the leadership team also collaborates directly with **IDEA Headquarters** during business partnership meetings focused on academic subgroups such as STAAR, AP, CTE, and Special Programs to strengthen teaching practices and ensure alignment with district priorities.

Curriculum & Instruction

IDEA College Prep Brownsville is committed to academic excellence and college readiness for every scholar. At least one-third of our students graduate with the **“AP Scholar” designation**, earning qualifying scores on three or more AP exams—demonstrating mastery of college-level coursework before graduation.

Our students benefit from **1:1 technology access**, adaptive software in mathematics and literacy, and a robust digital library containing hundreds of thousands of books. All **curricular materials** are nationally recognized and aligned to **Texas Essential Knowledge and Skills (TEKS)**, **AP course standards**, and **STAAR/EOC** requirements. Curriculum quality is continuously reviewed using a rigorous evaluation tool to ensure alignment and effectiveness.

IDEA provides a variety of **professional development opportunities** to strengthen teacher content expertise and enhance leaders' instructional coaching capacity. As a result, **100% of IDEA students have been accepted to college**, demonstrating the success of our academic programming in preparing scholars for postsecondary success.

Special Programs

IDEA Brownsville continues to demonstrate strong outcomes in **Special Programs**, exceeding the **expected growth target for English Learner (EL) student performance** on TELPAS in 2023 with a score of **57 on Domain 3**.

Through our **Critical Student Intervention (CSI)** initiative, we provide targeted, research-based instruction to students who are performing two or more years below grade level in Reading and/or Math, with the goal of closing those gaps by two years within a single school year.

Summary

At IDEA College Prep Brownsville, our commitment to excellence is evident in our structured leadership development, data-driven professional learning, rigorous curriculum, and inclusive student support systems. Through intentional planning, collaboration, and continuous improvement, we are preparing every Bobcat scholar to succeed in college, career, and life.

Strengths

At IDEA College Prep Brownsville, our academic program continues to reflect a high standard of excellence and college readiness. At least one-third of our students graduate with the **AP Scholar designation**, demonstrating mastery of college-level coursework prior to graduation. This achievement reflects the rigor and alignment of our curriculum, which provides equitable access to advanced academic opportunities for all scholars.

Our campus benefits from **1:1 technology access**, empowering students to engage in personalized learning through adaptive software in mathematics and literacy. In addition, our scholars have access to hundreds of thousands of digital titles in the district's online library, promoting literacy growth and independent learning.

IDEA's **curricular resources** are nationally recognized and consistently rated at the highest levels on quality evaluation tools. Our instructional materials are fully aligned to **Texas Essential Knowledge and Skills (TEKS)**, **Advanced Placement (AP)** course standards, and state assessment measures such as **STAAR/EOC**. Ongoing curriculum reviews ensure that instruction remains relevant, rigorous, and reflective of best practices.

We continue to invest in our educators through **high-quality professional development** opportunities designed to strengthen both content knowledge and pedagogical expertise. This consistent development ensures that teachers and leaders are well-equipped to drive academic achievement. Our ultimate measure of success—**100% college acceptance for IDEA graduates**—is a direct reflection of the strength of our curriculum and instruction.

Special Programs

IDEA Brownsville continues to excel in meeting the needs of diverse learners through its robust special programs. In 2023, the district **exceeded the expected growth target for English Learner (EL) performance** on TELPAS, earning a score of **57 on Domain 3**.

Our **Critical Student Intervention (CSI)** initiative provides targeted, research-based instruction for students performing two or more grade levels below in Reading or Math, with the goal of closing the academic gap by two years within a single school year.

Social-Emotional Learning (SEL), Mental Health, and Family Engagement

IDEA has significantly expanded support for student well-being by increasing the number of **licensed counselors and social workers.** These professionals provide vital support to students' emotional health, reinforcing our commitment to educating the whole child.

The district's ongoing focus on **staff development and coaching** has strengthened employee performance, accelerating proficiency among new teachers and promoting from within. Consistent feedback, accountability systems, and professional growth opportunities have created a positive and supportive work culture that benefits both staff and students.

Professional Development and Talent Retention

IDEA's individualized coaching model and commitment to professional growth continue to be among our greatest strengths. Regular feedback, structured coaching sessions, and clear accountability systems help ensure that all faculty and staff understand expectations and receive the support needed to meet them.

Our organization's ongoing work demonstrates a proactive approach to attracting, retaining, and developing top-tier talent. By aligning recruitment and retention strategies to employee needs, IDEA continues to build a strong internal pipeline of future instructional and operational leaders.

Summary

The collective strengths of IDEA College Prep Brownsville—academic rigor, targeted supports for diverse learners, an expanding SEL framework, and a culture of professional growth—reflect our unwavering commitment to preparing every scholar for success in college, career, and life. Our staff's dedication, expertise, and shared belief in our mission continue to drive strong results for our students and our community.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Campus-wide behavior management interventions could be implemented with better consistency or to their full capacity. While structures and expectations are in place, varying levels of follow-through across grade levels and classrooms have limited the overall effectiveness of the system. This inconsistency impacts school culture, student engagement, and instructional time.	1. Not all staff members are applying the school's behavior systems and expectations consistently. 2. Differences in classroom management styles and levels of teacher experience lead to varied enforcement of consequences and rewards.
2	Our current new-hire onboarding system for faculty and staff requires improvement to ensure consistency, clarity, and alignment with campus expectations. While new team members receive initial training, there are still some gaps in role-specific coaching and data-driven instruction. Strengthening the onboarding process is essential to improve staff preparedness and retention.	1. Competing priorities during the start of the school year can limit the time allocated for comprehensive onboarding and follow-up meetings.
3 ★	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.
4	A certain percentage of our student population is not performing on grade level in writing. While students demonstrate growth in content knowledge and reading comprehension, many continue to struggle with written expression, including organization, clarity, and use of academic language. This skill gap impacts performance across all content areas.	1. Students may not receive regular opportunities for drafting, revising, and editing based on targeted teacher feedback. 2. Students entering upper grades may have persistent gaps in grammar, sentence structure, and mechanics that hinder their ability to compose complex, coherent writing.

5

Over the past four years, IDEA College Prep Brownsville has experienced an increase in the number of student leavers. While the majority of scholars remain enrolled throughout the school year, a growing number of students and families are choosing to transfer to other schools in the area during the summer months. This trend affects overall campus stability and student learning continuity.

1. Competing schools in the area may offer perceived advantages (e.g., extracurricular programs, proximity, or alternative scheduling). 2. Limited family engagement during the summer months reduces the opportunity to reinvest families in IDEA's college-prep mission.

6

Our Special Programs department has not met the target metric of 60% mastery on STAAR. While progress has been made in supporting students through individualized instruction and accommodation, overall academic outcomes for students served in Special Programs remain below district and state expectations. This performance gap indicates a continued need for targeted instructional support.

1. Utilize progress monitoring tools (e.g., weekly data trackers, formative assessments) to identify learning gaps early and adjust instruction accordingly. 2. Review SPED student performance data after each assessment window to drive reteach plans and intervention priorities.

7

Across grades 6-12, many students are not demonstrating grade-level problem-solving skills within core content areas such as Math and Science. While students often show understanding of foundational concepts, they struggle to apply that knowledge to multi-step, real-world, or higher-order thinking problems. This indicates a need for stronger instructional focus on critical thinking, reasoning.

1. Students may understand isolated concepts but struggle to apply them when presented in unfamiliar or real-world contexts. 2. Many students lack experience breaking down complex problems into smaller, manageable parts.

8

A portion of our student population in grades 6-12 is not performing on grade level in reading. While many students demonstrate progress in comprehension and fluency, a certain number continue to struggle with critical reading skills such as vocabulary development, inferencing, and analysis of complex texts. This gap impacts performance across all content areas.

1. Students may not have sufficient structured opportunities to read and analyze complex texts across all content areas. 2. Reading practice outside of ELA classes may be limited, reducing vocabulary exposure and stamina for extended reading tasks.

9

The social-emotional learning (SEL) curriculum is could be implemented more effectively or with more consistency across the campus. While structures and resources for SEL instruction exist, varying levels of teacher training, follow-through, and integration into daily routines have limited the program's overall impact. This inconsistency affects students' ability to develop self-management.

1. SEL is sometimes viewed as an "add-on" rather than an essential component of the school culture. 2. SEL lessons are not being delivered consistently or with fidelity to the curriculum.

10 Our campus has experienced faculty and staff turnover at key times and in critical positions during the and in previous school years, which has impacted instructional continuity, student learning, and overall campus operations. Mid-year transitions create challenges in maintaining consistency within classrooms and departments, requiring additional time and resources to onboard new staff.

1. Staff exit surveys indicate that workload, time management, and work-life balance are key factors influencing turnover. 2. Limited availability of qualified candidates during the school year delays the replacement process.

11 Students across grades 6-12 need stronger skills and understanding in resolving conflicts appropriately among themselves when they arise. While most students demonstrate positive interactions, conflicts are not always managed constructively, leading to disruptions in learning and relationships. This indicates a need for increased instruction, modeling, and reinforcement of conflict resolution.

1. Students may lack structured opportunities to learn, model, and practice effective communication and problem-solving strategies 2. SEL curriculum and lessons are not consistently delivered across grade levels or aligned to specific conflict-resolution competencies.

★ = Priority

Perceptions

Summary

At IDEA College Prep Brownsville, we recognize that **strong family and community engagement is essential to our students' success**. We continuously seek feedback from our parents and guardians to ensure that our school is meeting their expectations and providing a rigorous, high-quality educational experience.

To measure family engagement and satisfaction, we utilize a **Family Online Survey.** This survey provides valuable insight into how families perceive our school's effectiveness, communication, and culture. The **family voice** is highly valued at IDEA, as it guides our improvement efforts and strengthens our partnership with the community.

Our **School Counselors and Social Workers** are equipped with a communication **Toolkit** containing best practices for engaging families and encouraging survey participation. Families receive information and reminders about the survey through multiple communication channels, including the **Parent Weekly Newsletter**, **Remind**, and our **IDEA College Prep Brownsville Facebook page**
. To support families, step-by-step guides are shared to assist with survey completion on the online survey page.

Beyond the annual survey, our campus hosts a variety of **family engagement events** throughout the school year that encourage connection and collaboration. These include **Welcome to IDEA, Meet the Teacher Night, Report Card Pick-up Nights, School Town Halls**, and other community-based events. Parent participation is tracked through event sign-in sheets, as well as through **digital engagement metrics** such as Remind message data (open/read rates) and **Facebook Live viewership**, which extends outreach to families who may be unable to attend in person.

While we have seen strong participation, we also recognize several **barriers that limit family engagement and survey completion**. Some families face challenges related to **technological access**, including limited Wi-Fi or lack of access to a computer. Others experience **transportation barriers**, which prevent them from attending on-campus events even when resources such as laptops are made available.

Additionally, **limited literacy** among some parents and guardians presents a challenge in completing the survey or reading notifications. Some families may also be unaware of the survey or upcoming events if they are not connected to digital communication tools such as Remind or social media. Families in **rural areas** may have limited phone service or internet connectivity, further restricting their access to timely updates. Finally, many parents and guardians face **work schedule constraints**, making it difficult to attend family engagement events held during standard school hours.

As a campus, we remain committed to **removing these barriers and strengthening our partnership with families**. Through targeted communication, flexible scheduling, and multiple avenues for participation—both virtual and in-person—we continue to prioritize the voices of our parents and guardians as an essential part of our school's success.

Strengths

Strong Stakeholder Relationships
Our campus continues to thrive because of the **strong relationships built among all stakeholders**—students, families, faculty, and community partners. These connections promote a **positive, collaborative, and healthy academic environment** that supports both student learning and staff

success.

Data-Informed Family Engagement
We intentionally use **feedback from parent and family surveys** to shape and improve our engagement events. This approach ensures that every activity and communication effort is **responsive to family needs** and aligned with our shared goal of student success.

Commitment to Mission and Student Success
Our faculty and staff are deeply **invested in IDEA's mission** and take pride in leading learning within the community. They demonstrate unwavering commitment to preparing all scholars for **college, career, and post-secondary success**, ensuring that every student is equipped for life beyond graduation.

Team and Family Culture with Staff Well-Being
Our campus embodies the **Team and Family core value**, where collaboration, respect, and support are central to our work. Teachers and staff prioritize relationship-building and work collectively toward shared goals. Leadership encourages a **healthy work-life balance**, recognizing that sustainable success begins with the well-being of our team.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	The social-emotional learning (SEL) curriculum is could be implemented more effectively or with more consistency across the campus. While structures and resources for SEL instruction exist, varying levels of teacher training, follow-through, and integration into daily routines have limited the program's overall impact. This inconsistency affects students' ability to develop self-management.	1. SEL is sometimes viewed as an "add-on" rather than an essential component of the school culture. 2. SEL lessons are not being delivered consistently or with fidelity to the curriculum.
2	Our campus has experienced faculty and staff turnover at key times and in critical positions during the and in previous school years, which has impacted instructional continuity, student learning, and overall campus operations. Mid-year transitions create challenges in maintaining consistency within classrooms and departments, requiring additional time and resources to onboard new staff.	1. Staff exit surveys indicate that workload, time management, and work-life balance are key factors influencing turnover. 2. Limited availability of qualified candidates during the school year delays the replacement process.
3	Students across grades 6-12 need stronger skills and understanding in resolving conflicts appropriately among themselves when they arise. While most students demonstrate positive interactions, conflicts are not always managed constructively, leading to disruptions in learning and relationships. This indicates a need for increased instruction, modeling, and reinforcement of conflict resolution.	1. Students may lack structured opportunities to learn, model, and practice effective communication and problem-solving strategies 2. SEL curriculum and lessons are not consistently delivered across grade levels or aligned to specific conflict-resolution competencies.
4 ★	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

5	A certain percentage of our student population is not performing on grade level in writing. While students demonstrate growth in content knowledge and reading comprehension, many continue to struggle with written expression, including organization, clarity, and use of academic language. This skill gap impacts performance across all content areas.	1. Students may not receive regular opportunities for drafting, revising, and editing based on targeted teacher feedback. 2. Students entering upper grades may have persistent gaps in grammar, sentence structure, and mechanics that hinder their ability to compose complex, coherent writing.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**

- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **STEM and/or STEAM data**
- [x] **Pregnancy and related services data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Tobacco, alcohol, and other drug-use data**

- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Work with HB1416 completion

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

100% of all scholars that need their HB1416 Hours will be completed before their next STAAR exam.

Evaluation Data Source: 1. Weekly tracking systems 2. The teacher updated tutorial rosters 3. Lead team review data on Powerschool 4) Using the Student Master Report to identify which students will need Accelerated Learning. Working with MS and HS to identify which teachers will be required to implement Accelerated Learning

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

* Using the Student Master Report to identify which students will be needing Accelerated Learning

Strategy's Expected Result/Impact: Students will receive additional instruction that will help them succeed in STAAR.

Staff Responsible for Monitoring: All Faculty and Staff.

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

* Working with MS and HS to identify which teachers will be required to implement Accelerated Learning

Strategy's Expected Result/Impact: * Sending out all the required documents for parents to sign and creating a catalyst schedule in MS that will accommodate all MS students and setting up a HS tutorial schedule that will do the same.

Staff Responsible for Monitoring: All Faculty and Staff

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Accomplished	Accomplished	

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

* Set a start date for accelerated learning for both MS and HS.

Strategy's Expected Result/Impact: * Primarily using the Master Student Report (MSR) to determine who is on the list and how many hours they will be needing to meet their requirement.

Staff Responsible for Monitoring: All Faculty and Staff

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

November	March	July
Accomplished	Accomplished	

Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

* Ensure that the catalyst lists are accurate and that all stakeholders know exactly who should be staying, when, and for which content

Strategy's Expected Result/Impact: Monitoring these strategies will result in being on track for the year in completing the required hours for each student.

Staff Responsible for Monitoring: All Faculty and Staff

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Strategy 5 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

* The end date has been tentatively set for the end of Jan. 2025. At this point, we will see if there are students that have not met their requirement and plan to finish their required hours between Jan. 2025-April 2025.

Strategy's Expected Result/Impact: 100% Completion for HB1416 Hours

Staff Responsible for Monitoring: All Faculty and Staff

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

* Ensure that the catalyst lists are accurate and that all stakeholders know exactly who should be staying, when, and for which content.

Evaluation Data Source: Track the hours / minutes of the students that are in the catalyst and tutorial hours on a daily and weekly basis.

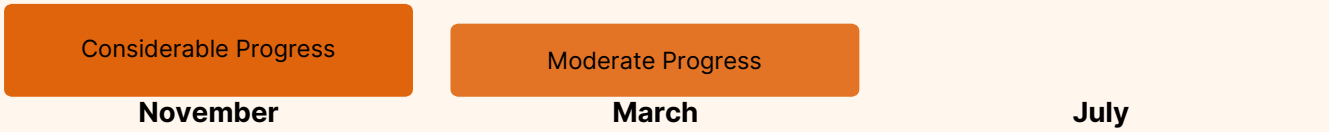
Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

* Primarily using the Master Student Report (MSR) to determine who is on the list and how many hours they will be needing to meet their requirement.
* Also using this report to monitor which teachers are not on track to fulfill their hours

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or

	attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	embarrassment.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

* The end date has been tentatively set for the end of Jan. 2026. At this point, we will see if there are students that have not met their requirement and plan to finish their required hours between Jan. 2026-April 2026.

Evaluation Data Source: Using PowerBI and our own internal tracking system, we will be able to monitor and make adjustments to our rosters in order to ensure success.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Work with teachers and have data conversations to help monitor the progress of the HB1416 progress

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause

1	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
Over the past four to five years, attendance has remained an area of concern for IDEA College Prep	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom

4	Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Goal 2 90% Approaching | 60% Meets | 30% Mastered on STAAR/EOC / Campus Wide

Performance Objective 1 ☑ High Priority

By the end of the 2025-2026 school year, the principal will lead a campus-wide data-driven instructional culture that results in at least 80% of all grade levels and content areas meeting or exceeding end-of-year academic growth goals, as evidenced by benchmark assessments, STAAR results, and internal progress-monitoring data.

Evaluation Data Source: 100% of teachers participate in biweekly DDI meetings with documented action steps and reteach plans.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Using the weekly and bi-weekly data reports to gather information and work with teachers who need support

Strategy's Expected Result/Impact: Higher percentage of students who are successful in STAAR

Staff Responsible for Monitoring: All STAAR Related teachers

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Strategy 2

100% of instructional staff receive targeted coaching aligned to data trends, tracked in coaching logs and observation cycles.

Strategy's Expected Result/Impact: Lesson plans and observations reflect data-informed instructional adjustments.

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or

	attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	embarrassment.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 2

By the end of the 2025-2026 school year, the principal will design and lead a comprehensive professional development plan that equips all instructional staff with the knowledge, skills, and strategies necessary to achieve an "A" rating under the Texas Education Agency (TEA) accountability framework, by improving overall student achievement, academic growth, and closing-the-gaps performance across all domains.

Evaluation Data Source: Campus earns an "A" rating from TEA for the 2025-2026 school year.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Develop and implement a Professional Development Roadmap that aligns to TEA accountability domains (Student Achievement, School Progress, Closing the Gaps).

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Strategy 2

Lead monthly PD sessions on high-impact instructional practices, data analysis, and effective reteach planning.

Strategy's Expected Result/Impact: Growth and proficiency data show measurable gains across grade levels and subpopulations.

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Strategy 3

Ensure campus-wide understanding of how classroom practices directly connect to TEA accountability metrics.

Strategy's Expected Result/Impact: Campus earns an "A" rating from TEA for the 2025-2026 school year.

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Considerable Progress	Moderate Progress	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
	Over the past four to five years,	1. Low Motivation or Engagement: Some

2	attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 3

* Setting Expectations and Monitoring

Evaluation Data Source: Attendance Trackers

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

* Set a recurring date and time to meet on a weekly basis for instructional rounds feedback and data conversations

Strategy's Expected Result/Impact: More faculty and staff trained

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Strategy 2

* Conduct instructional rounds weekly with at least one other instructional coach

Strategy's Expected Result/Impact: Better trained faculty and staff

Staff Responsible for Monitoring: Lead Teams

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

TEA Priorities: Recruit, support, retain teachers and principals, 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

Formative Reviews



Strategy 3

* Review lesson plans on a weekly basis * Have individual student trackers by teacher and instructional coach
* Have classroom trackers - objective and assignment-based
* Give feedback to teachers on lesson plans weekly

Strategy's Expected Result/Impact: Better-trained faculty and staff

Staff Responsible for Monitoring: Lead Teams

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences.

3	yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 4

By the end of the 2025-2026 school year, IDEA Brownsville will increase student learning outcomes for all identified special populations (SPED, 504, and English Learners) by ensuring that 100% of scholars demonstrate measurable academic growth in reading and mathematics, as evidenced by progress monitoring data, common assessments, and STAAR results.

Evaluation Data Source: Increased proficiency and growth in STAAR and interim assessments.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Strengthen co-teaching and inclusion models through monthly walkthroughs and feedback cycles.

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Strategy 2

Ensure fidelity of accommodations and modifications by reviewing lesson plans and classroom observations.

Strategy's Expected Result/Impact: Decreased percentage of students performing below grade level in reading and math.

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews



Strategy 3

Provide professional development for teachers on differentiated instruction.

Strategy's Expected Result/Impact: Improved IEP and accommodation compliance rates.

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews



Strategy 4

Track and analyze subgroup data every quarter to identify trends, celebrate gains, and address gaps

Strategy's Expected Result/Impact: Positive teacher feedback on professional learning impact.

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews



Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause

1	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities,

4	gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Goal 3 25% of seniors for the class of 2026 matriculate to Tier 1 or 2 Universities

Performance Objective 1

By the end of the 2025-2026 academic year, IDEA College Prep Brownsville will identify and support 100% of juniors and seniors who meet the eligibility criteria for Tier 1 and Tier 2 universities, ensuring that each student receives individualized counseling, academic guidance, and college readiness support aligned to their postsecondary goals. The campus will maintain an updated list of Tier 1 and 2-eligible students, track their progress through college counseling check-ins, and ensure that at least 90% of identified students apply and are accepted to a Tier 1 or Tier 2 institution by graduation.

Evaluation Data Source: College Applications * Using metrics like GPA, ACT, AP, TSI, and participation levels in extracurriculars

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Looking at the data and seeing from an early stage who are the scholars that are mostly to send in a quality application, get accepted, and matriculate into at T1 or T2 school.

Strategy's Expected Result/Impact: Send more students to T 1 and 2 schools

Staff Responsible for Monitoring: College Counseling

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

* Identify and secure financial resources and campus demographic information.

Strategy's Expected Result/Impact: Higher T1 and T2 Goals

Staff Responsible for Monitoring: College Counseling

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 3

* Invest Parents

Strategy's Expected Result/Impact: Parents are able to make more informed decisions about where to send students to college

Staff Responsible for Monitoring: Lead Team

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall

2	continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 2

By the end of the 2025-2026 academic year, IDEA College Prep Brownsville will strengthen parent engagement in the college application process by setting up and conducting individual meetings with parents/guardians of all juniors and seniors once per quarter to discuss Tier 1 and Tier 2 university eligibility, college readiness progress, and next steps for application and financial aid. The campus will maintain a tracking system to document meeting completion, participation rates, and key action items discussed. The goal is for 100% of eligible families to participate in at least one individualized meeting per quarter, ensuring alignment between school, student, and family in supporting postsecondary success.

Evaluation Data Source: Keeping attendance and keeping our parents informed

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Ensuring that our parents are informed as to when and where these meetings will take place

Strategy's Expected Result/Impact: Better decision making options for our families

Staff Responsible for Monitoring: Lead Team

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 3

By the end of the 2025-2026 academic year, IDEA College Prep Brownsville will ensure that all juniors and seniors receive targeted ACT preparation aligned to Tier 1 and Tier 2 university admission requirements. The campus will implement data-driven ACT tutoring, practice testing, and individualized goal setting to help students meet or exceed the minimum ACT composite score benchmarks for Tier 1 and Tier 2 institutions. Progress will be monitored through quarterly ACT diagnostics, classroom performance data, and college counseling check-ins.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Faculty PD / Training / ACT Background

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

During our faculty PD, either Wednesday or Friday, we will roll out plans for boot camp, training, and schedules.

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

	success and overall campus performance; closing this gap remains a priority.	

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Goal 4 30% of Graduated Seniors named AP Scholars

Performance Objective 1 ☑ High Priority

* Be strategic with our master schedule

Evaluation Data Source: * Giving more access to AP classes

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

* Ensuring that we are also offering classes that will lead to student success

Strategy's Expected Result/Impact: More access to AP courses

Staff Responsible for Monitoring: All Faculty and Staff

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

* Master Schedule board - currently counting 18 Ap courses and or sections being offered

Strategy's Expected Result/Impact: Better AP Alignment for all students and faculty

Staff Responsible for Monitoring: Lead Team

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
	Over the past four to five years,	1. Low Motivation or Engagement: Some

4	attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Goal 5 90% Persistence for College Prep Campus for the 2025-2026 School year.

Performance Objective 1

Set Expectations with faculty and staff, and help monitor persistence tracking systems

Summative Evaluation: Met Performance Objective

Strategy 1

Set a recurring date and time to meet on a weekly basis with the SIS, Registrar, Receptionist, and APO.

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

Review Data during our weekly tactical meeting to inform lead team about our status and progress

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 3

Weekly Faculty meeting - meet with teachers and GTLs to review and OCS grade team persistence

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 4

Have a campus-wide persistence tracker that is updated weekly

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 5

Parent Public Meeting - information and education around what it means for students to stay with our program

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 2

By the end of the 2025-2026 academic year, IDEA College Prep Brownsville will strengthen campus culture and family communication systems to reduce the number of students transferring to other schools by at least 10% compared to the previous school year. The campus will implement a comprehensive student retention plan that includes proactive family outreach, increased student engagement opportunities, and quarterly communication touchpoints between staff, students, and parents. In addition, grade-level teams and counselors will identify students at risk of withdrawal and conduct personalized retention conferences with families to address concerns and reestablish connection to the IDEA mission. These collective efforts will ensure that students feel valued, supported, and proud to remain part of the IDEA College Prep Brownsville Bobcat community.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Communicate with parents and students on a daily/weekly basis.

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

Answer phone calls and return phone calls within 24 hours.

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 3

Advertise our successes - Facebook Live, parent weekly, etc.

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 4

Educate parents on our academic curriculum (catalysts, AP classes, IB, ACT)

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 5

* Showcase Events from campus

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 4

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 6

Host open houses, for 5th graders, and family fun nights, Fall Festival, Trail of Lights, Parent Meeting to showcase what we do in CP in the Spring.

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 7

Keep the website and social feeds updated weekly with student successes, awards, and upcoming events.

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Over the past four to five years, attendance has remained an area of concern for IDEA College Prep Brownsville. While we have observed gradual improvements in our overall yearly attendance rates, the campus continues to fall short of achieving pre-pandemic averages. Consistent student attendance is essential for academic success and overall campus performance; closing this gap remains a priority.	1. Low Motivation or Engagement: Some students may not feel a strong connection to school, classroom instruction, or extracurricular activities, leading to avoidable absences. 2. Academic Struggles: Students who fall behind academically may avoid attending due to feelings of frustration, failure, or embarrassment.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
KARLA JUDITH ENRIQUEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
MELISSA GARCIA-ESCOBEDO	TEACHER - INTERVENTIONIST	School-wide Program	1
TAMARA Denise PENA	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools



Burke Academy

2025-2026 Campus Improvement Plan

Board Approval Date:
August 12, 2025

Public Presentation Date:
August 26, 2025

Generated by Plan4Learning.com
March 12, 2026 at 08:52 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 18

Support Systems and Other Data 19

Goals 20

Goal 1 : Burke Academy will increase overall scholars performing at Meets level in STAAR 21

Goal 2 : Burke Academy will increase overall Persistence for new scholars 24

Goal 3 : Burke Academy will increase overall Attendance 27

Goal 4 : Burke Academy will retain staff 30

Goal 5 : Burke Academy will increase scholars meeting their individual growth goals 33

Goal 6 : Increase Kinder enrollment 36

Title I Summary 37

Title I Personnel 38

Funding Summary 39

SCE Accelerated Instruction (PIC 24) 40

IDEA-B (4130) 40

State SPED (PIC 23) 40

State BESL (PIC 25) 40

Title I Parent Reservation (4120-PAR) 41

Comprehensive Needs Assessment

Demographics

Summary

IDEA Burke Academy is a Title I school that opened in 2019 and is located at 10434 Marbach Road on the west side of San Antonio. We have 720 scholars and serve grades Kinder through 5th grade. We are lottery based and have open enrollment throughout the school year. We serve all scholars including scholars in Special Education, 504, and Emergent Bilinguals.

The school's minority student enrollment is 88.83%. The student population is made up of 52% female students and 48% male students. The school enrolls 65% economically disadvantaged students. There are 28 equivalent full-time teachers.

Our focus is College for all and we work to have strategic intervention as well as supports built in so that our scholars end year after year on or above grade level. Interventions include small group pull out within the school day, after school tutoring, Saturday School, and Summer School.

We offer Intramural Sports in grades 3-5 and have afterschool care for all grade levels.

Our Teacher retention has been over 90% for the past 5 years consisting of 51 overall instructional staff including Certified Teachers, Degreed Teachers, and Co-Teachers.

Strengths

IDEA Public Schools have a competitive salary for teachers and a Teacher Career Pathway where teachers can receive performance pay based on scholar data and individual growth using our Guidepost to Excellent Teaching. All of our scholars are on track for college and are prepared year after year so that 100% are in Pre-AP and AP courses in College Prep (grades 6-12) and our district pays for the AP tests for all scholars. Around 60% of our scholars are economically disadvantaged at Burke Academy.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Teachers did not plan within daily lessons for in class accommodations as outlined on special population plans.	Teachers are not proficient in how to adjust instruction based on accommodations.
2 ★	ELA student achievement average for our scholars in Special Education on mock exams were a 27.	Intervention prioritized math.

★ = Priority

Student Learning

Summary

Only 51% of our K-2nd grade scholars met their individual growth goal within DIBELS. Our Overall Student Achievement Average was a 65 in Reading Language Arts and a 42 in Mathematics. Burke Academy placed 1st in the San Antonio region with our overall STAAR data.

62% of our 4th and 5th grade scholars met their state individual growth goal within Math and 73% in RLA.

50% of our scholars in Special Education in 4th and 5th grade met their state individual growth goal.

45% of our Emergent Bilingual scholars scored Advanced High overall on TELPAS.

See PDF in Addendum for more information.

Strengths

We increased our overall growth within STAAR achievement average as compared to the 24-25 school year. Overall 3rd grade math STAAR data increased from 32AA to 46AA. We continued with strong tracking mechanisms including dropping live data daily after every first teach and prioritizing observing and coaching teachers based on their data.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	The percent of scholars in Kindergarten-2nd grade that met their individual growth goal was 51%	There was limited data tracking to identify priority scholars.
2 ★	3rd - 5th grade scholars meeting or exceeding grade level expectations is 41%	Teachers internalizing the lessons prior to first teach and reviewing the data in the moment

★ = Priority

School Processes & Programs

Summary

All Instructional Leaders observe classroom instruction weekly and provide daily feedback using Teach Boost along with tracking of action steps. 97.5% of the Instructional Staff are Proficient on our Guidepost to Excellent Teaching rubric with 75% overall Advanced or higher.

Scholar persistence has significantly increased this year with a projection of 94.24% which over a 10% increase from last year.

Staff meet for professional development based on current school data with daily lesson rehearsals and feedback to weekly lesson plans prior to the first teach. Instructional Co-teachers retention for this year was 92.3%.

We use a strategic reading program within self-contained Kinder and 1st grade classrooms which ensures scholars are working on their individual reading fluency level while also learning through centers and small group instruction. Staff in 2nd-5th grade are content experts where scholars rotate to different classrooms based on the content.

Technology is incorporated throughout Reading and Math with assessments done online for 3rd-5th grade.

Families enjoy the music concerts and intramural sports and want more of these extracurricular activities incorporated within our school program.

See PDF in addendum for more information

Strengths

Kindergarten and 1st grade self-contained classrooms has shown to allow for more social emotional time with small group instruction and centers. This has resulted in our ADA and scholar persistence to increase in both grade levels. 3rd-5th RLA instruction has effectively addressed grade level TEKS reflecting an overall 61 achievement average with 86% passing, 63% meeting grade level expectations, and 34% showing mastery on our mock STAAR assessment.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Based on our internal staff survey, 67% of staff feel that they are involved in the decisions that impact their role or work.	Teachers have not been included in planning committees.
2 ★	New to Burke persistence is lower than overall persistence at 86.77%	Limited planned scholar and family mentor opportunities including curriculum events

★ = Priority

Perceptions

Summary

86.67% of our teachers returned this year and 83% of all Instructional Staff were retained for the 25-26 school year. According to our Annual Employee Engagement Survey, 92% of our staff say that our work is meaningful. 89% of staff would recommend their manager and 91% state that IDEA operates physically safe campuses and offices.

Families have the opportunity to attend monthly family engagement events and attendance is tracked and has been below 70% consistently throughout the year. Our most attended event continues to be Report Card Pick up at 94% each quarter. Some families continue to have a hard time attending due to the later events and we have adjusted to have our events begin earlier. Our lowest family engagement events are our curriculum nights.

See PDF in addendum for more information

Strengths

Burke Academy continues to retain the high quality Instructional Staff including retaining 100% of the Lead Instructional Staff for this year. This has allowed our Instructional Staff to be able to become content experts and our school culture has stayed consistent. 89% of staff would recommend their manager to others. Scholar persistence has increased by 15% from last year to this year with Kinder seeing the most growth with a 12% increase.

Attendance has increased this year and is on track to meet our campus growth goal of 94.6% with attendance at 95.17% as of May 22nd.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Low attendance on family events	Working families struggle to come after work.
2 ★	New to Burke Academy scholars persistence is below benchmark in four out of six grade levels.	There were minimal curriculum events for families to have the opportunity to ask questions and see what is challenging for their scholars and how to support at home.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	ELA student achievement average for our scholars in Special Education on mock exams were a 27.	Intervention prioritized math.
2 ★	The percent of scholars in Kindergarten-2nd grade that met their individual growth goal was 51%	There was limited data tracking to identify priority scholars.
3 ★	3rd - 5th grade scholars meeting or exceeding grade level expectations is 41%	Teachers internalizing the lessons prior to first teach and reviewing the data in the moment
4 ★	New to Burke persistence is lower than overall persistence at 86.77%	Limited planned scholar and family mentor opportunities including curriculum events
5 ★	Based on our internal staff survey, 67% of staff feel that they are involved in the decisions that impact their role or work.	Teachers have not been included in planning committees.
6 ★	Low attendance on family events	Working families struggle to come after work.

7 ★	New to Burke Academy scholars persistence is below benchmark in four out of six grade levels.	There were minimal curriculum events for families to have the opportunity to ask questions and see what is challenging for their scholars and how to support at home.
8 ★	Teachers did not plan within daily lessons for in class accommodations as outlined on special population plans.	Teachers are not proficient in how to adjust instruction based on accommodations.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Action research results**

Goals

Goal 1 Burke Academy will increase overall scholars performing at Meets level in STAAR

Performance Objective 1 ☑ High Priority

5th grade scholars in Math performing at Meets level according to STAAR will increase from 41% to 55%.

Evaluation Data Source: Daily Exit Ticket data and Locus Dashboard for semester and mock exam data

Strategy 1

Implement targeted, small-group instruction for "Meets" level scholars focused on STAAR-aligned multi-step problem-solving and justification of reasoning, using exemplar student work and error analysis weekly

Strategy's Expected Result/Impact: Meets" level scholars will score [?]80% on multi-step STAAR-style exit tickets and grow to "Masters" on campus CAs and mock STAAR.

Staff Responsible for Monitoring: Math teacher, Manager of 5th Math

Problem Statements: Student Learning 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	3rd - 5th grade scholars meeting or exceeding grade level expectations is 41%	Teachers internalizing the lessons prior to first teach and reviewing the data in the moment

Performance Objective 2 ☑ High Priority

4th grade scholars in Math performing at Meets level according to STAAR will increase from 35% to 50%.

Evaluation Data Source: Increase in daily mastery of scholars on track for "Meets"

Strategy 1

Strategic charts with scholars performing at "Meets" or higher level

Strategy's Expected Result/Impact: Overall scholar passing will increase 5% from last years data.

Staff Responsible for Monitoring: Principal and API

Problem Statements: Student Learning 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November	March	July

Strategy 2

Access and track Math Academic Achievement for every scholar in domains 1,2, and 3 and provide individual growth goals.

Strategy's Expected Result/Impact: Scholars will meet Math individual growth goals as tracked within each domain that they contribute to

Staff Responsible for Monitoring: All 3rd-5th grade math teachers including SpEd and Interventionists

Problem Statements: Student Learning 2

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Accomplished

November	March	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	3rd - 5th grade scholars meeting or exceeding grade level expectations is 41%	Teachers internalizing the lessons prior to first teach and reviewing the data in the moment

Goal 2 Burke Academy will increase overall Persistence for new scholars

Performance Objective 1

Campus will receive a score of proficient or higher on the campus safety scorecard for the 25-26 school year (TEC 11.253(d)(8))

Evaluation Data Source: Locus Dashboard

Strategy 1

Track and backwards plan dates for all safety protocols and monitor through the use of CCT monthly meetings

Strategy's Expected Result/Impact: Pass safety scorecard with no gaps

Staff Responsible for Monitoring: Principal and APO

Problem Statements: School Processes & Programs 1

Title I:

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Based on our internal staff survey, 67% of staff feel that they are involved in the decisions that impact their role or work.	Teachers have not been included in planning committees.

Performance Objective 2 ☑ High Priority

IDEA Burke 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))

Evaluation Data Source: Title 1 audits after each event with School Counselor

Strategy 1

Timely communicate with families regarding school events to promote family engagement and attendance.

Strategy's Expected Result/Impact: Have 80% or higher average family attendance for all family engagement events.

Staff Responsible for Monitoring: School Counselor and Principal

Problem Statements: Perceptions 2

Funding Sources: Title I Family Engagement Title I Parent Reservation (4120-PAR), 4120-6310-PAR-1047-61-30-SATN-0000-0000-2025G, $2,328.45

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	New to Burke Academy scholars persistence is below benchmark in four out of six grade levels.	There were minimal curriculum events for families to have the opportunity to ask questions and see what is challenging for their scholars and how to support at home.

Performance Objective 3 ☑ High Priority

100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Source: Internal tracker with completion of lessons tracked by the School Counselor

Strategy 1

Backwards plan out when these sessions will take place

Strategy's Expected Result/Impact: Meet all district required dates for Anti-bullying and safer smarter schools

Staff Responsible for Monitoring: Principal and School Counselor

Problem Statements: Perceptions 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Accomplished

November	March	July

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	New to Burke Academy scholars persistence is below benchmark in four out of six grade levels.	There were minimal curriculum events for families to have the opportunity to ask questions and see what is challenging for their scholars and how to support at home.

Goal 3 Burke Academy will increase overall Attendance

Performance Objective 1

100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200 by the end of the school year. (TEC 11.253(d)(10))

Evaluation Data Source: Locus Dashboard

Strategy 1

Celebrate MVPA benchmarks and have incentive parties for all on track scholars throughout the school year

Strategy's Expected Result/Impact: 100% of scholars will meet the 1200 MVPA minutes

Staff Responsible for Monitoring: API and PE Coaches

Problem Statements: School Processes & Programs 2

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	New to Burke persistence is lower than overall persistence at 86.77%	Limited planned scholar and family mentor opportunities including curriculum events

Performance Objective 2 ☑ High Priority

IDEA Burke Academy will achieve 95% average daily attendance for Kinder and 1st grade in the 25/26 SY.

Evaluation Data Source: ADA Locus Dashboard

Strategy 1

Communicate with absent families by 9:30 using AIS messaging through Power School

Strategy's Expected Result/Impact: Bring in families that are out and need school support that is within our control before OATT

Staff Responsible for Monitoring: APO, SIS, Principal, APIs, Teachers

Problem Statements: School Processes & Programs 1 - Perceptions 2

Title I:

Formative Reviews

	November	March	July
Considerable Progress			

Strategy 2

Give positive behavior points for attendance daily using PBIS application for scholars to earn incentives

Strategy's Expected Result/Impact: Increase in ADA daily

Staff Responsible for Monitoring: Teachers, APO, APIs, School Counselor, and Principal

Problem Statements: School Processes & Programs 1 - Perceptions 1, 2

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Based on our internal staff survey, 67% of staff feel that they are involved in the decisions that impact their role or work.	Teachers have not been included in planning committees.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Low attendance on family events	Working families struggle to come after work.
2	New to Burke Academy scholars persistence is below benchmark in four out of six grade levels.	There were minimal curriculum events for families to have the opportunity to ask questions and see what is challenging for their scholars and how to support at home.

Goal 4 Burke Academy will retain staff

Performance Objective 1

100% of Lead Teachers will be rated Proficient or higher within lesson planning as outlined on the Guidepost to Excellent Teaching.

Evaluation Data Source: Locus Dashboard and District reporting for online platform of IDEA's staff development cycle

Strategy 1

Managers provide feedback and professional development/coaching aligned to lesson planning

Strategy's Expected Result/Impact: Increase overall AA on STAAR and DIBELS

Staff Responsible for Monitoring: APIs and Principal

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Teachers did not plan within daily lessons for in class accommodations as outlined on special population plans.	Teachers are not proficient in how to adjust instruction based on accommodations.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The percent of scholars in Kindergarten-2nd grade that met their individual growth goal was 51%	There was limited data tracking to identify priority scholars.

Performance Objective 2 ☑ High Priority

90% of Lead Teachers will be retained for the 26-27 school year

Evaluation Data Source: Locus Dashboard and internal staffing roster

Strategy 1

Recruit and hire high quality candidates per role by using high quality resume criteria

Strategy's Expected Result/Impact: Have strong teachers in all content areas and retain Lead Teacher staff at 90% or higher

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Based on our internal staff survey, 67% of staff feel that they are involved in the decisions that impact their role or work.	Teachers have not been included in planning committees.

Performance Objective 3 ☑ High Priority

IDEA Burke Academy will maintain 85% of staff for all OPs positions throughout the 2025-2026 school year.

Evaluation Data Source: Staff Retention Dashboard

Strategy 1

Include in quarterly staff awards

Strategy's Expected Result/Impact: Ops retention will meet monthly benchmark

Staff Responsible for Monitoring: APO, Principals

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November	March	July
Some Progress		

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Based on our internal staff survey, 67% of staff feel that they are involved in the decisions that impact their role or work.	Teachers have not been included in planning committees.

Goal 5 Burke Academy will increase scholars meeting their individual growth goals

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

65% of scholars in Special Education will meet their individual growth goals as determined on STAAR in 4th and 5th grade

Evaluation Data Source: Locus Dashboard

Strategy 1

Conduct a bi-weekly STAAR-aligned progress monitoring meeting for scholars in SpEd in 4th and 5th grade and analyze scholar work and assessment data to adjust reteach and accommodations in class.

Strategy's Expected Result/Impact: At least 65% of 4th and 5th grade SPED scholars will meet or exceed their STAAR individual growth targets, as evidenced by tracker data, intervention progress, and STAAR results.

Staff Responsible for Monitoring: Principal, APIs, Teachers, Co-Teachers

Problem Statements: Demographics 1, 2 - Student Learning 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Teachers did not plan within daily lessons for in class accommodations as outlined on special population plans.	Teachers are not proficient in how to adjust instruction based on accommodations.
2	ELA student achievement average for our scholars in Special Education on mock exams were a 27.	Intervention prioritized math.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The percent of scholars in Kindergarten-2nd grade that met their individual growth goal was 51%	There was limited data tracking to identify priority scholars.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

70% of scholars in K-2 will meet their individual growth goal as measured in DIBELS

Evaluation Data Source: Locus Dashboard

Strategy 1

Track daily intervention

Strategy's Expected Result/Impact: Increase in percent of scholars meeting benchmarks within Amplify Intervention

Staff Responsible for Monitoring: K-2 Teachers and Co-Teachers, Principal, APIs

Problem Statements: Student Learning 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



November March July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	The percent of scholars in Kindergarten-2nd grade that met their individual growth goal was 51%	There was limited data tracking to identify priority scholars.

Performance Objective 3

100% of identified scholars meet required minutes per House Bill 1416 (HB1416)

Evaluation Data Source: Locus and benchmarks

Strategy 1

Meet with families one on one to share HB1416 information and the plan for their individual scholar

Strategy's Expected Result/Impact: 100% will meet HB before STAAR administration

Staff Responsible for Monitoring: Principal, API's, Interventionists, Teachers in 4th and 5th grade

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	3rd - 5th grade scholars meeting or exceeding grade level expectations is 41%	Teachers internalizing the lessons prior to first teach and reviewing the data in the moment

Goal 6 Increase Kinder enrollment

Performance Objective 1 ☑ High Priority

IDEA Burke Academy will enroll 116 scholars in kindergarten for the 26/27 SY.

Evaluation Data Source: STREAM - Daily Recruitment Efforts

Strategy 1

Target partnerships that produce highest volume of Kinder application for the 26/27 SY by doing a monthly audit.

Strategy's Expected Result/Impact: Daily Recruitment Efforts - EOD huddles/report outs

Staff Responsible for Monitoring: STREAM - Mission List

Problem Statements: Perceptions 1, 2

Formative Reviews

No Progress

November	March	July

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Low attendance on family events	Working families struggle to come after work.
2	New to Burke Academy scholars persistence is below benchmark in four out of six grade levels.	There were minimal curriculum events for families to have the opportunity to ask questions and see what is challenging for their scholars and how to support at home.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
FRANCES LYSETTE VILLANUEVA	COTEACHER	School-wide Program	1
JASMIEN ALEXIS MARTINEZ	COTEACHER	School-wide Program	1
KIERSTEN MYRICK FRIESENHAHN	COTEACHER	School-wide Program	1
MARINA ALEJANDRA MARROQUIN AGUILERA	COTEACHER	School-wide Program	1
MONICA ESMERALDA OCHOA	TEACHER - INTERVENTIONIST	School-wide Program	1
PHELENCIA ROSCHELLE WHEATON	COTEACHER	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$34,637.65
				+/- Difference	**$34,637.65**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,273.63
				+/- Difference	**$4,273.63**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,600.53
				+/- Difference	**$6,600.53**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,401.74
				+/- Difference	**$3,401.74**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Title I Family Engagement	4120-6310-PAR-1047-61-30-SATN-0000-0000-2025G	$2,328.45
				Sub-Total	$2,328.45
				Budgeted Fund Source Amount	$2,369.61
				+/- Difference	**$41.16**

IDEA Public Schools

Burke College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:53 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 17

Employee Data 17

Parent/Community Data 18

Support Systems and Other Data 18

Goals 19

Goal 1 : IDEA Burke increases overall masters performance in STAAR. 20

Goal 2 : IDEA Burke increases overall scholar persistence. 27

Goal 3 : IDEA Burke increases student daily attendance 31

Goal 4 : IDEA Burke Increases staff retention 33

Goal 5 : Burke seniors will achieve the state of Texas College Career and Military Readin... 38

Title I Summary 40

Title I Personnel 41

Funding Summary 42

SCE Accelerated Instruction (PIC 24) 43

IDEA-B (4130) 43

State SPED (PIC 23) 43

State BESL (PIC 25) 43

Title I Parent Reservation (4120-PAR) 44

Comprehensive Needs Assessment

Demographics

Summary

IDEA Burke College Prep is a Tittle1 campus that offers quality educational programs and extracurricular activities to students in grades 6th through 11th. IDEA Burke offers career and technical education in the field of computer science and competes in all of the athletic programs for the charter association. Burke will be welcoming a total of 640 students during the 2024-25 school year. The schools demographics show that approximately 84% of the student population identify as economically disadvantaged.

Strengths

1.) IDEA Burke is achieving it's mission of college for all in serving a majority of economically disadvantaged students with 84% economically disadvantage.

2.) IDEA Burke offers a competitive salary for teachers with experience

3.) IDEA Burkes athletics program has helped assimilate our culturally diverse student body to our core value of team and family.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	8th to 9th grade persistence has been our biggest drop from any grade at 73.6%.	Scholars wanting to try new high school for dual enrollment and extra curricular activities.
2 ★	8th grade will have the largest gap for projected enrollment. 91 enrolled of a goal of 120	This was our last group of 6th graders we recruited before having rising 5th graders.

★ = Priority

Student Learning

Summary

Currently pending final TEA Results. (Update : Aug 1st)

Burke College Prep focuses on providing a well-rounded education that prepares students for academic success and personal growth. We saw increase in our 6th and 8th ELA STAAR exams academic achievement. Our English 1 data ranked 2nd out of 14 in the region and 6th ELA was ranked 4th out of 14. We also ended the year with 99% of our scholars on track for graduation. Our staff retention has increased 12% year over year that will also impact our overall student learning. Our areas of opportunity is in our math and social studies content. We are shifting our curriculum to be designed to challenge and engage students through a blend of rigorous coursework and experiential learning opportunities. Emphasis is placed on critical thinking, problem-solving, and effective communication skills. Additionally, the school offers a supportive environment where students can explore their interests and talents through various extracurricular clubs such as art, yearbook, gardening, weightlifting, gaming, and poetry. Faculty members are dedicated to fostering a positive and inclusive atmosphere, ensuring that each student receives the guidance and encouragement needed to reach their full potential.

(Texas Success Initiative Data)

1. 22% ELAR TSI Exempt in 9th grade
2. 40% ELAR TSI Exempt in 10th grade
3. 100% AP Enrollment

Strengths

Our vertical alignment in ELA has been one of the factors contributing to our success in 6th through 10th ELA. As a department we tied for 2nd out of 14 in STAAR performance with a student achievement average of 56%. 100% of our scholars are enrolled in 1 - 2 AP classes starting in 9th grade. We pride ourselves in college preparedness and having 100% of our scholars experience college level course work will better prepare them for when they matriculate to a university. Additionally, Burke College Prep pays for all of the AP testing and if a scholar earns a 3 or above they will receive college credit for that course. We are also entering our second year of career and technical education program focusing on computer science.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Lack of student led data analysis. Scholars were not aware of what goals they were driving towards.	In quarter 1-2 instructional staff were focused on adjusting behaviors for scholars rather then ensuring the focus was instructional rigor and scholar ownership
2 ★	Our math academic achievement was 40 compared to the district average of 42.	Failure to adjust to to gaps by effectively spiraling in non mastered content.

★ = Priority

School Processes & Programs

Summary

At Burke we prioritize in the moment coaching. This means that every leader, teacher, and faculty member is coached at the point of error. Instructional leadership is required to have weekly check-in with all individuals they manage in order to continuously develop and promote individual growth.

Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA reatins an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high eacademic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Our Family engagement strategies were not comprehensive across all grade levels.	Failure to properly define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and lack of prioritized time.
2 ★	Dual prep for 9 out of 11 high school teachers has caused burn out.	Low enrollment numbers has caused us to shift to dual prep for almost every high shcool teacher.

★ = Priority

Perceptions

Summary

At IDEA Burke we use the RULER Method to regulate high and low emotions throughout the day with students and staff. We ensure scholars experience clear and concise behavior expectations and if needed consistent consequences. We provide parents an opportunity to join most school functions as it relates to their scholars. We regularly conduct surveys and focus groups to gather comprehensive feedback from students, parents, and staff. Our culture, climate, and core values are continuously assessed to maintain an environment that fosters growth, respect, and excellence. Here at IDEA Burke we have our own pillars: BEE Bold, BEE Connected, and BEE Excellent. To be bold is to be unafraid to take risks. To be connected is to know that you are not alone in your journey and that there are others who can benefit from your help. To be excellent is to try your hardest at all things as doing so is the only way to excel.

Strengths

1. Placing staff in the right positions to succeed
2. Responsiveness to scholar feedback
3. Move this world implementation for social emotional learning

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Inconsistent use of move this world (SEL program), we have seen a higher need for SEL support in the last few years.	Move this world has lessons that are more geared for elementary/middle school scholars making it harder to receive buy in from high school students.
2 ★	Lack of consistent staff coaching on behavior management strategies.	Administration was required to troubleshoot staff turnover which resulted in a lack of forward planning for culture.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	8th to 9th grade persistence has been our biggest drop from any grade at 73.6%.	Scholars wanting to try new high school for dual enrollment and extra curricular activities.
2 ★	8th grade will have the largest gap for projected enrollment. 91 enrolled of a goal of 120	This was our last group of 6th graders we recruited before having rising 5th graders.
3 ★	Lack of student led data analysis. Scholars were not aware of what goals they were driving towards.	In quarter 1-2 instructional staff were focused on adjusting behaviors for scholars rather then ensuring the focus was instructional rigor and scholar ownership
4 ★	Our math academic achievement was 40 compared to the district average of 42.	Failure to adjust to to gaps by effectively spiraling in non mastered content.
5 ★	Our Family engagement strategies were not comprehensive across all grade levels.	Failure to properly define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and lack of prioritized time.
6 ★	Dual prep for 9 out of 11 high school teachers has caused burn out.	Low enrollment numbers has caused us to shift to dual prep for almost every high shcool teacher.

7 ★	Lack of consistent staff coaching on behavior management strategies.	Administration was required to troubleshoot staff turnover which resulted in a lack of forward planning for culture.
8 ★	Inconsistent use of move this world (SEL program), we have seen a higher need for SEL support in the last few years.	Move this world has lessons that are more geared for elementary/middle school scholars making it harder to receive buy in from high school students.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**

Student Data: Student Groups

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Student surveys and/or other feedback**

Employee Data

- [x] **Staff surveys and/or other feedback**

☑ **Campus department and/or faculty meeting discussions and data**

Parent/Community Data

☑ **Parent surveys and/or other feedback**

Support Systems and Other Data

☑ **Processes and procedures for teaching and learning, including program implementation**

Goals

Goal 1 IDEA Burke increases overall masters performance in STAAR.

Performance Objective 1

50% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1

Differentiated instruction that meets the diverse needs of EB's in your classroom. This includes varying content, process, and product to accommodate different learning styles and abilities.

Strategy's Expected Result/Impact: 50% of EB's will maintain or increase in proficiency level.

Staff Responsible for Monitoring: Teachers/APIs

Problem Statements: Student Learning 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Our math academic achievement was 40 compared to the district average of 42.	Failure to adjust to to gaps by effectively spiraling in non mastered content.

Performance Objective 2

100% of identified scholars meet required minutes per House Bill 1416 (HB1416)

Evaluation Data Source: Locus Dashboard

Strategy 1

100% of HB1416 students will be tracked from the beginning of the year and will have embedded minutes of extra instruction with during and after school tutoring. All minutes will be tracked on PS.
Math: Mon/Tues.
ELA: We. Thurs.
Science: Friday

Strategy's Expected Result/Impact: 100% of identified scholars meet required minutes per House Bill 1416

Staff Responsible for Monitoring: Teachers/APIs

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2

Funding Sources: HB 1416 Tutoring SCE Accelerated Instruction (PIC 24), 356/357, $20,919.13

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	8th to 9th grade persistence has been our biggest drop from any grade at 73.6%.	Scholars wanting to try new high school for dual enrollment and extra curricular activities.
2	8th grade will have the largest gap for projected enrollment. 91 enrolled of a goal of 120	This was our last group of 6th graders we recruited before having rising 5th graders.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of student led data analysis. Scholars were not aware of what goals they were driving towards.	In quarter 1-2 instructional staff were focused on adjusting behaviors for scholars rather then ensuring the focus was instructional rigor and scholar ownership

2	Our math academic achievement was 40 compared to the district average of 42.	Failure to adjust to to gaps by effectively spiraling in non mastered content.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Our Family engagement strategies were not comprehensive across all grade levels.	Failure to properly define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and lack of prioritized time.
2	Dual prep for 9 out of 11 high school teachers has caused burn out.	Low enrollment numbers has caused us to shift to dual prep for almost every high shcool teacher.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Inconsistent use of move this world (SEL program), we have seen a higher need for SEL support in the last few years.	Move this world has lessons that are more geared for elementary/middle school scholars making it harder to receive buy in from high school students.
2	Lack of consistent staff coaching on behavior management strategies.	Administration was required to troubleshoot staff turnover which resulted in a lack of forward planning for culture.

Performance Objective 3 ☑ High Priority

60% of SPED Students meets individual growth goals in STAAR by June 2026 (TEC 11.253(d)(2))

Evaluation Data Source: Locus Dashboard

Strategy 1

Utilize the SIRIUS STAAR-aligned intervention resource weekly in small-group instruction for SPED scholars to spiral and reteach the lowest-performing TEKS in reading and math. Lessons will be selected based on bi-weekly progress monitoring and aligned to each scholar's growth goal. Teachers and case managers will collaborate to adapt materials to IEP accommodations and instructional levels.

Strategy's Expected Result/Impact: Scholars will increase quarterly outcomes between 10 and 15 percent. Ultimately reaching their grade level benchmark.

Staff Responsible for Monitoring: Principal/APIs

Problem Statements: Student Learning 2

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Our math academic achievement was 40 compared to the district average of 42.	Failure to adjust to to gaps by effectively spiraling in non mastered content.

Performance Objective 4 ☑ High Priority

6th grade scholars in Math performing at Meets level according to STAAR will increase from 36% to 50%.

Evaluation Data Source: LOCUS Dashboard - Accountability dashboard

Strategy 1

Use weekly formative data (exit tickets, UEs, IAs) to identify scholars on the Approaches/Meets cusp and plan reteach groups.

Problem Statements: Student Learning 1, 2

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of student led data analysis. Scholars were not aware of what goals they were driving towards.	In quarter 1-2 instructional staff were focused on adjusting behaviors for scholars rather then ensuring the focus was instructional rigor and scholar ownership
2	Our math academic achievement was 40 compared to the district average of 42.	Failure to adjust to to gaps by effectively spiraling in non mastered content.

Performance Objective 5

By the end of each assessment cycle, 100% of scholars will receive and reflect on individualized feedback identifying their areas for growth within 48 hours of the assessment being administered.

Evaluation Data Source: Student individual trackers - IDEA assessment data - IA data

Strategy 1

Establish a structured feedback protocol that includes timely grading and feedback turnaround: Individualized feedback delivery and provide specific, actionable comments pinpointing strengths and areas for growth aligned to assessed standards.

Strategy's Expected Result/Impact: Teachers will prioritize grading assessments within 24-48 hours using digital platforms or paper-based systems.

Staff Responsible for Monitoring: APIs

Problem Statements: Student Learning 1, 2

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of student led data analysis. Scholars were not aware of what goals they were driving towards.	In quarter 1-2 instructional staff were focused on adjusting behaviors for scholars rather then ensuring the focus was instructional rigor and scholar ownership
2	Our math academic achievement was 40 compared to the district average of 42.	Failure to adjust to to gaps by effectively spiraling in non mastered content.

Performance Objective 6 ☑ High Priority

7th grade scholars in Math performing at Meets level according to STAAR will increase from 39% to 50%.

Evaluation Data Source: LOCUS Dashboard

Strategy 1

Use weekly formative data (ETs, UEs, IAs) to identify scholars on the Approaches/Meets cusp and plan reteach groups.

Strategy's Expected Result/Impact: Targeted intervention for our approach to meets kids and differentiated insruction.

Problem Statements: Student Learning 1, 2

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of student led data analysis. Scholars were not aware of what goals they were driving towards.	In quarter 1-2 instructional staff were focused on adjusting behaviors for scholars rather then ensuring the focus was instructional rigor and scholar ownership
2	Our math academic achievement was 40 compared to the district average of 42.	Failure to adjust to to gaps by effectively spiraling in non mastered content.

Goal 2 IDEA Burke increases overall scholar persistence.

Performance Objective 1

Campus receive a score of proficient or higher on the campus safety scorecard for the 2025- 26 school year (TEC 11.253(d)(8))

Strategy 1

Weekly check in between APO and Principal to review current score card review and audit updates.

Strategy's Expected Result/Impact: Campus receive a score of proficient or higher on the campus safety scorecard

Staff Responsible for Monitoring: APO/Principal

Problem Statements: Demographics 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	8th to 9th grade persistence has been our biggest drop from any grade at 73.6%.	Scholars wanting to try new high school for dual enrollment and extra curricular activities.

Performance Objective 2 ☑ High Priority

100% of schools 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))

Strategy 1

Timely communication to families regarding school events to promote family engagement and attendance. We will communicate two weeks in advance on social media and Remind.

Strategy's Expected Result/Impact: 100% of schools 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.

Staff Responsible for Monitoring: School counselor

Problem Statements: School Processes & Programs 1

Funding Sources: Title 1 Title I Parent Reservation (4120-PAR), 4120-6310-PAR-2047-61-30-SATN-0000-0000-2025G, $2,257.88

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Our Family engagement strategies were not comprehensive across all grade levels.	Failure to properly define the family experience from recruitment to graduation, which has produced a disjointed approach to family engagement work, and lack of prioritized time.

Performance Objective 3

100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1

Scholars will complete anti-bullying and safer smarter school curriculum during first week of school culture camp.

Strategy's Expected Result/Impact: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar.

Problem Statements: Perceptions 1

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Accomplished

November	March	July

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Inconsistent use of move this world (SEL program), we have seen a higher need for SEL support in the last few years.	Move this world has lessons that are more geared for elementary/middle school scholars making it harder to receive buy in from high school students.

Performance Objective 4 ☑ High Priority

Burke CP will increase persistence for 8th - 9th grade from 65% to 75% in the 25/26 SY.

Evaluation Data Source: ADA Dashboard

Strategy 1

We will conduct an 8th to 9th grade transition meeting in December highlighting some student testimonials of scholars that left Burke and returned.

Strategy's Expected Result/Impact: Expected result is to increase student persistence from 8th to 9th grade.

Problem Statements: Demographics 1, 2

Formative Reviews

Some Progress

November	March	July

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	8th to 9th grade persistence has been our biggest drop from any grade at 73.6%.	Scholars wanting to try new high school for dual enrollment and extra curricular activities.
2	8th grade will have the largest gap for projected enrollment. 91 enrolled of a goal of 120	This was our last group of 6th graders we recruited before having rising 5th graders.

Goal 3 IDEA Burke increases student daily attendance

Performance Objective 1 ☑ High Priority

IDEA Burke will achieve a 96% annual attendance rate for the 25-26 school year

Strategy 1

Implement a tiered attendance system that combines real-time data tracking with targeted family outreach and student interventions. Scholars with chronic or at-risk attendance patterns will be flagged weekly using ADA reports. Tier 2 and Tier 3 scholars will receive personalized engagement plans that include staff mentors, parent phone calls, attendance contracts, and incentives. Culture-building events (clubs, celebrations, recognition) will be strategically designed to target identified attendance gaps (e.g., grade levels, subgroups, or days with frequent absences).

Strategy's Expected Result/Impact: Foster a welcoming and supportive environment where students feel connected and engaged. Encourage a sense of belonging by organizing school events, clubs, and activities that cater to different interest

Staff Responsible for Monitoring: All lead team

Problem Statements: Perceptions 1

Title I:

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Inconsistent use of move this world (SEL program), we have seen a higher need for SEL support in the last few years.	Move this world has lessons that are more geared for elementary/middle school scholars making it harder to receive buy in from high school students.

Performance Objective 2

100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Strategy 1

PE coach will incentivize MVPA minutes goal benchmarks monthly.

Strategy's Expected Result/Impact: 100% of students from 6th-12th grade meet their MVPA minutes goal of X.

Staff Responsible for Monitoring: Athletic Director

Problem Statements: Demographics 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	8th to 9th grade persistence has been our biggest drop from any grade at 73.6%.	Scholars wanting to try new high school for dual enrollment and extra curricular activities.

Goal 4 IDEA Burke Increases staff retention

Performance Objective 1

100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-26 school year.
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy 1

Invest in your employees' growth by providing ongoing training and development opportunities. Offering a clear career path within the organization can motivate employees to stay long-term.

Strategy's Expected Result/Impact: 85% staff retention by the end of the year.

Staff Responsible for Monitoring: All lead team.

Problem Statements: Perceptions 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Foster a positive and inclusive workplace culture where employees feel valued, respected, and supported. Encourage open communication, recognize achievements, and provide opportunities for professional growth.

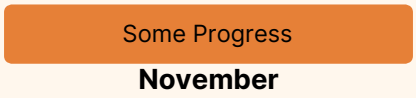
Strategy's Expected Result/Impact: 85% staff retention

Problem Statements: Perceptions 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Strategy 3

Provide regular feedback to employees on their performance, strengths, and areas for improvement. Conduct constructive performance reviews to help employees understand their progress and set goals.

Strategy's Expected Result/Impact: 85% Staff retention

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Lack of consistent staff coaching on behavior management strategies.	Administration was required to troubleshoot staff turnover which resulted in a lack of forward planning for culture.

Performance Objective 2 ☑ High Priority

IDEA Burke is 85% staffed for all teacher positions throughout the 2025-26 school year.
Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

Strategy 1

Craft a compelling job description that highlights the benefits of working at your school, the opportunities for professional growth, and the positive impact teachers can make on students' lives. Make sure to include the required qualifications, experience, and any unique aspects of Idea Burke College Prep.

Strategy's Expected Result/Impact: 100% fully staffed for first day of school

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Engage with Teacher Colleges and Universities: Establish connections with colleges and universities that offer education programs. Attend career fairs and job placement events to network with potential candidates directly.

Strategy's Expected Result/Impact: 100% Fully staffed for the first day of school.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	8th to 9th grade persistence has been our biggest drop from any grade at 73.6%.	Scholars wanting to try new high school for dual enrollment and extra curricular activities.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Lack of consistent staff coaching on behavior management strategies.	Administration was required to troubleshoot staff turnover which resulted in a lack of forward planning for culture.

Performance Objective 3 ☑ High Priority

IDEA Burke CP will maintain 85% of staff for all OPs positions throughout the 2025-2026 school year.

Evaluation Data Source: Staff Retention Dashboard

Strategy 1

Conduct quarterly pulse checks will all ops staff.

Strategy's Expected Result/Impact: Increase ops staff retention.

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 2

Formative Reviews

No Progress

November **March** **July**

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Dual prep for 9 out of 11 high school teachers has caused burn out.	Low enrollment numbers has caused us to shift to dual prep for almost every high shcool teacher.

Goal 5 Burke seniors will achieve the state of Texas College Career and Military Readiness (CCMR) standards.

Performance Objective 1 ☑ High Priority

Scholars will achieve 90% TSI exemption by the end the 25/26 SY.

Evaluation Data Source: Accuplacer/Locus

Strategy 1

Scholars will receive targeted interventions during RTTC for TSI.

Problem Statements: Student Learning 1

Title I:

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of student led data analysis. Scholars were not aware of what goals they were driving towards.	In quarter 1-2 instructional staff were focused on adjusting behaviors for scholars rather then ensuring the focus was instructional rigor and scholar ownership

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Burke College Prep seniors average an ACT score of 20 or better before or by high school graduation (HB3).

Evaluation Data Source: ACT Dashboard

Strategy 1

Conduct ACT Mastery Prep walkthroughs and provide targeted feedback to teachers to

strengthen instructional practices.

Strategy's Expected Result/Impact: Increase ACT average

Staff Responsible for Monitoring: APIs and DCC

Problem Statements: Student Learning 1

Formative Reviews

No Progress

November	March	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of student led data analysis. Scholars were not aware of what goals they were driving towards.	In quarter 1-2 instructional staff were focused on adjusting behaviors for scholars rather then ensuring the focus was instructional rigor and scholar ownership

Title I Summary

Title I Personnel

Name	Position	Program	FTE
NIA AMA CROMARTIE	TEACHER - INTERVENTIONIST	School-wide Program	1
SIERRA ANGELIQUE GARCIA	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	HB 1416 Tutoring	356/357	$20,919.13
				Sub-Total	$20,919.13
				Budgeted Fund Source Amount	$32,581.53
				+/- Difference	**$11,662.40**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,699.90
				+/- Difference	**$8,699.90**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$13,436.79
				+/- Difference	**$13,436.79**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,316.70
				+/- Difference	**$3,316.70**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Title 1	4120-6310-PAR-2047-61-30-SATN-000-000-0-2025G	$2,257.88
				Sub-Total	$2,257.88
				Budgeted Fund Source Amount	$2,228.95
				+/- Difference	**-$28.93**

IDEA Public Schools



Carver Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:53 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Needs Assessment Overview 5

Demographics 6

Student Learning 8

School Processes & Programs 10

Perceptions 12

Priority Problem Statements 14

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 19

Employee Data 19

Parent/Community Data 19

Support Systems and Other Data 19

Goals 20

Goal 1 : IDEA Carver Academy will increase Math, Reading and Science STAAR overall ac... 21

Goal 2 : IDEA Carver Academy will increase student persistence in 5th grade. 29

Goal 3 : IDEA Carver Academy will increase student daily attendance in grade 3rd throug... 35

Goal 4 : Carver Academy will increase overall annual employee survey (AEES) ratings. 38

Goal 5 : IDEA Carver Academy will increase student enrollment in kindergarten. 41

Title I Summary 46

Title I Personnel 47

Funding Summary 48

SCE Accelerated Instruction (PIC 24) 49

IDEA-B (4130) 49

State SPED (PIC 23) 49

State BESL (PIC 25) 49

Title I Parent Reservation (4120-PAR) 50

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

IDEA Carver Academy is deeply committed to its mission of recruiting, enrolling, and retaining minority scholars from low socioeconomic backgrounds, with a steadfast vision of 100% college attendance and completion. The campus prides itself on delivering academic growth for all students and working to close the achievement gap between historically marginalized populations and their White and Asian peers across the nation.

For the 2024–2025 school year, Carver Academy served a student population that was 89.5% economically disadvantaged, 8% receiving special education services, 78% Hispanic, 15% African American, and 7% White. Nearly 9% of students participate in an emergent early-exit bilingual program. These demographics are captured through enrollment surveys completed by parents or guardians. The campus received a “B” accountability rating from the Texas Education Agency for the 2023–2024 school year.

Academically, Carver Academy continues to show promise while identifying areas for growth. In early literacy, 43% of K–2 scholars were reading on grade level as measured by Amplify DIBELS. On STAAR assessments, 3rd–5th grade students achieved the following results:

- **Math**: 54% Approaches, 40% Meets, 14% Masters
- **ELA**: 75% Approaches, 51% Meets, 24% Masters
- **5th Grade Science**: 71% Approaches, 57% Meets, 14% Masters

To support its rigorous academic expectations, Carver offers a variety of instructional and enrichment programs, including Accelerated Reader, Math Hotspot, PE, and art. Instruction is delivered at an accelerated pace and supported by weekly live coaching, daily data reviews, and ongoing professional development. All staff receive targeted coaching and weekly PD to enhance their instructional practice.

Staff retention remains a strength: 100% of Carver’s teachers either returned for the 2025–2026 school year or received promotions within the IDEA district. However, student attendance during the 2023–2024 school year was a challenge, averaging 93.51%. In response, the campus incentivizes strong attendance with monthly rewards such as parties, free dress days, and special celebrations.

Carver also offers after-school enrichment through programs such as art club, tutoring, and safety patrol, aiming to engage a wide range of students in extracurricular opportunities. Parent and family engagement continues to evolve. While 100% of families were invited to complete a school culture survey, fewer than 10% responded; of those who did, 90% reported satisfaction with the campus. Staff feedback was similarly positive, with over 90% expressing satisfaction and plans to return.

However, challenges remain in family onboarding and engagement. Only 30% of families attended the “Welcome to IDEA” orientation, and volunteer opportunities are currently limited. For the 2025–2026 school year, Carver Academy aims to increase parent volunteer opportunities, boost onboarding participation, and systematically collect feedback during events to strengthen school-home partnerships.

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 2024-2025 school year, Carver Academy enrolled 89.5% economically disadvantaged students, 8% special education, 78% Hispanic, 15% African American, and 7% 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 "B" rating from the Texas Education Agency for the 2023-2024 School year.

Strengths

IDEA Carver's demographic strengths include less than 10% of students are identified as needing special education services, at 7%. Carver works dilegently 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	Root Cause
1 ★	The average daily attendance percentage was 93.65% for the 2024-2025 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 hold meetings for scholars beginning on their 10th day of absences but failed to hold consistent attendance incentives and rewards.
2 ★	Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2024-2025 school year we had an overall persistence of 88% and new to IDEA scholars we only had 82% persistence. We have increased by 8 percentage points in overall persistence from 22-23 and 4 percentage points for new to IDEA scholars from the previous year.	Leavers within our control are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

★ = Priority

Student Learning

Summary

For the 2024-2025 School year, Carver Academy had an overall 43% of students reading on grade level in kindergarten through 2nd grade, according to Amplify DIBELS assessments.

For 3rd-5th STAAR, approaches, meets and masters;

STAAR Math - 54/40/14

ELA - 75/51/24

5th Grade Science - 71/57/14

Strengths

For the 2024-2025 School year, Carver Academy had an overall 43% of students reading on grade level in kindergarten through 2nd grade, according to Amplify DIBELS assessments.

For 3rd-5th STAAR, approaches, meets and masters;

STAAR Math - 54/40/14

ELA - 75/51/24

5th Grade Science - 71/57/14

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	According to data collected from Amplify DIBELS only 43% of scholars, in grades K-2nd are reading on grade level. The goal is 90% of scholars are reading on grade level by the end of 2nd, at Carver Academy.	Teachers lack the prefessional development to provide interventions in early childhood literacy and plan for the scope and sequence to provide a systematic approach to teaching phonics to decode.
2 ★	Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments with an overall achievement average of 60 and above. STAAR Math - 54/40/14 ELA - 75/51/24 5th Grade Science - 71/57/14	Increased rigor on state assessments is not being reflected in classroom instruction and teachers need professional development to teach at the new levels needed to increase student thinking and writing.

★ = Priority

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 for the 2024-2025 school year either receive a promotion within the district or return to Carver for the 25-26 school year.

Carver Academy had less than acceptable attendance for the 23-24 school year at 93.51%. 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.

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	Root Cause
1 ★	Overall Staff retention is 88% with 80% in our operations staff.	Reasons cited for leaving were too many parent demands and leaving education for higher pay and less demand from parents.
2 ★	Only 51% of Carver lead classroom teachers are state certified with 10% of teachers ESL or bilingual certified.	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.

★ = Priority

Perceptions

Summary

In the 2024-2025 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 25-26 school year. Welcome to IDEA events have low attendance and many families wait until the first day of school or later to attend onboarding 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 25-26 school year are more opportunities for parents volunteers as well as documentation at parent events to receive feedback.

Strengths

According to student surveys only 44% of students strongly agree that they have fun at school and 77% believe that their teachers challenge them to do their best. About 50% of students are excited to go to school everyday and 73% or students believe the teachers and staff care about them. Over 90% of staff members report an overall satisfaction with Carver Academy and plan to return for the following school year.

There were 31 Office Referrals for the 24-25 SY and 53 Minor Incidents. This is a drastic increase of over 100 office referrals from last school year. This prompted the committee to review the need for SEL time during the day and plan for specific needs based on trends in data.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	According to student surveys only 44% of students strongly agree that they have fun at school and 77% believe that their teachers challenge them to do their best. About 50% of students are excited to go to school everyday and 73% or students believe the teachers and staff care about them.	Teachers and leaders are not celebrating growth and small wins enough, especially those that are above academics. Social and emotional curriculum needs to target disagreements with friends and
2 ★	There were 31 Office Referrals for the 24-25 SY and 53 minor referrals.	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.
3 ★	According to the Spring 2025 family surveys, 88% of families feel that IDEA Carver cares about them and their children and 75% of parents feel that they are welcome at their child's school.	Feedback on lack of communication regarding their child as well as "vague" communication from the school regarding school events and campus crisises.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	According to data collected from Amplify DIBELS only 43% of scholars, in grades K-2nd are reading on grade level. The goal is 90% of scholars are reading on grade level by the end of 2nd, at Carver Academy.	Teachers lack the prefessional development to provide interventions in early childhood literacy and plan for the scope and sequence to provide a systematic approach to teaching phonics to decode.
2	Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments with an overall achievement average of 60 and above. STAAR Math - 54/40/14 ELA - 75/51/24 5th Grade Science - 71/57/14	Increased rigor on state assessments is not being reflected in classroom instruction and teachers need professional development to teach at the new levels needed to increase student thinking and writing.
3	Overall Staff retention is 88% with 80% in our operations staff.	Reasons cited for leaving were too many parent demands and leaving education for higher pay and less demand from parents.
4	Only 51% of Carver lead classroom teachers are state certified with 10% of teachers ESL or bilingual certified.	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.
5	There were 31 Office Referrals for the 24-25 SY and 53 minor referrals.	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.
6	According to student surveys only 44% of students strongly agree that they have fun at school and 77% believe that their teachers challenge them to do their best. About 50% of students are excited to go to school everyday and 73% or students believe the teachers and staff care about them.	Teachers and leaders are not celebrating growth and small wins enough, especially those that are above academics. Social and emotional curriculum needs to target disagreements with friends and

7 ★

The average daily attendance percentage was 93.65% for the 2024-2025 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 hold meetings for scholars beginning on their 10th day of absences but failed to hold consistent attendance incentives and rewards.

8 ★

Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2024-2025 school year we had an overall persistence of 88% and new to IDEA scholars we only had 82% persistence. We have increased by 8 percentage points in overall persistence from 22-23 and 4 percentage points for new to IDEA scholars from the previous year.

Leavers within our control are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

9 ★

According to the Spring 2025 family surveys, 88% of families feel that IDEA Carver cares about them and their children and 75% of parents feel that they are welcome at their child's school.

Feedback on lack of communication regarding their child as well as "vague" communication from the school regarding school events and campus crisises.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Enrollment trends**

Employee Data

- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

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

Goals

Goal 1 IDEA Carver Academy will increase Math, Reading and Science STAAR overall achievement average in 3rd through 5th grade.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Third-grade through fifth-grade students performing at or above grade level in reading, as measured by the Meets Grade Level Standard on STAAR will increase from 51% to 60% in Spring 2026.

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

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 2025 3rd - 5th Grade Reading STAAR tests.

Strategy's Expected Result/Impact: 100% of students will meet expected STAAR growth goals.

Staff Responsible for Monitoring: Campus Principal

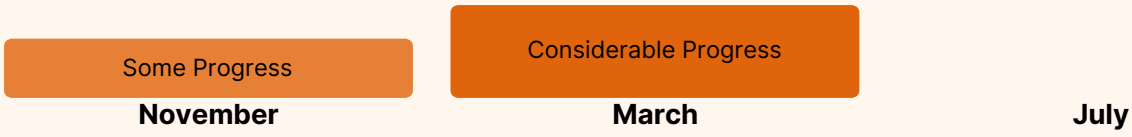
Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.3

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

Formative Reviews



Strategy 2

100% of 3rd - 5th grade teachers in STAAR tested subjects will receive an action step, weekly, to ensure strong first teach utilizing the GET (Guideposts for Excellent Teaching) rubric.

Strategy's Expected Result/Impact: - Daily, data-driven internalization
- Use of exemplar work and error analysis
- Real-time feedback loops
- Same-day small-group reteach based on exit tickets

Staff Responsible for Monitoring: Principal and Assistant Principal

Problem Statements: Student Learning 1, 2

Title I: 2.5.1

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

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to data collected from Amplify DIBELS only 43% of scholars, in grades K-2nd are reading on grade level. The goal is 90% of scholars are reading on grade level by the end of 2nd, at Carver Academy.	Teachers lack the prefessional development to provide interventions in early childhood literacy and plan for the scope and sequence to provide a systematic approach to teaching phonics to decode.
2	Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments with an overall achievement average of 60 and above. STAAR Math - 54/40/14 ELA - 75/51/24 5th Grade Science - 71/57/14	Increased rigor on state assessments is not being reflected in classroom instruction and teachers need professional development to teach at the new levels needed to increase student thinking and writing.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Third-grade through fifth-grade students performing at or above grade level in math, as measured by the Meets Grade Level Standard on STAAR will increase from 40% to 60% in Spring 2026.

Evaluation Data Source: Unit assessment, STAAR tests, benchmark assessments, mock assessments

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 2025 3rd Grade through 5th grade Math STAAR tests.

Strategy's Expected Result/Impact: 100% of students will meet STAAR Math growth goals.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

100% of 3rd - 5th grade teachers in STAAR tested subjects will receive an action step, weekly, to ensure strong first teach utilizing the GET (Guideposts for Excellent Teaching) rubric.

Strategy's Expected Result/Impact: Daily, data-driven internalization
- Use of exemplar work and error analysis
- Real-time feedback loops
- Same-day small-group reteach based on exit tickets

Staff Responsible for Monitoring: Principal and Assistant Principal

Problem Statements: Student Learning 1, 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to data collected from Amplify DIBELS only 43% of scholars, in grades K-2nd are reading on grade level. The goal is 90% of scholars are reading on grade level by the end of 2nd, at Carver Academy.	Teachers lack the prefessional development to provide interventions in early childhood literacy and plan for the scope and sequence to provide a systematic approach to teaching phonics to decode.
2	Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments with an overall achievement average of 60 and above. STAAR Math - 54/40/14 ELA - 75/51/24 5th Grade Science - 71/57/14	Increased rigor on state assessments is not being reflected in classroom instruction and teachers need professional development to teach at the new levels needed to increase student thinking and writing.

Performance Objective 3 ☑ High Priority

XX% of students taking TELPAS assessments will maintain or increase their proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Source: Mock TELPAS tests, TELPAS assessments

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: 50% or more of our students will increase TELPAS scores in at least two ratings and maintain at least two ratings for each EL identified student at Carver Academy.

Staff Responsible for Monitoring: Campus Principal

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to data collected from Amplify DIBELS only 43% of scholars, in grades K-2nd are reading on grade level. The goal is 90% of scholars are reading on grade level by the end of 2nd, at Carver Academy.	Teachers lack the prefessional development to provide interventions in early childhood literacy and plan for the scope and sequence to provide a systematic approach to teaching phonics to decode.
2	Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments with an overall achievement average of 60 and above. STAAR Math - 54/40/14 ELA - 75/51/24 5th Grade Science - 71/57/14	Increased rigor on state assessments is not being reflected in classroom instruction and teachers need professional development to teach at the new levels needed to increase student thinking and writing.

Performance Objective 4 ☑ High Priority

100% of identified scholars meet required minutes per House Bill 1416 (HB1416)

Evaluation Data Source: PowerSchool HB 1416 trackers

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue as required by state law

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 25% to 60% in Spring 2024 (HB3)

Staff Responsible for Monitoring: Campus Principal

Problem Statements: Student Learning 2

Funding Sources: HB1416 Tutoring SCE Accelerated Instruction (PIC 24), Pay code 356/357,

Title I: 2.5.1, 2.5.3

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

Formative Reviews

November	March	July
Moderate Progress	Accomplished	Accomplished

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments with an overall achievement average of 60 and above. STAAR Math - 54/40/14 ELA - 75/51/24 5th Grade Science - 71/57/14	Increased rigor on state assessments is not being reflected in classroom instruction and teachers need professional development to teach at the new levels needed to increase student thinking and writing.

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

60% of SPED Students attain approaches in STAAR by June 2025 (TEC 11.253(d)(2))

Evaluation Data Source: Unit assessments, daily exit tickets, benchmark assessments, mock STAAR assessments and STAAR assessments

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue as state law requires

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 XX% to XX%.

Staff Responsible for Monitoring: Campus Principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Accomplished	Accomplished

Strategy 2

100% of SPED teachers will receive an action step, weekly, to ensure strong first teach utilizing the GET (Guideposts for Excellent Teaching) rubric.

Strategy's Expected Result/Impact: Daily, data-driven internalization
- Use of exemplar work and error analysis
- Real-time feedback loops
- Same-day small-group reteach based on exit tickets

Staff Responsible for Monitoring: Principal and Assistant Principal

Problem Statements: Student Learning 1, 2

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
No Progress	Some Progress	

Strategy 3

SPED teacher and General Education Teachers will participate in twice-monthly data coversations, co-planned instruction, and IEP-aligned small group support, with progress monitored in centralized trackers.

Strategy's Expected Result/Impact: 100% IEP goal mastery

Staff Responsible for Monitoring: Principal and Assistant Principal

Problem Statements: Student Learning 1, 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	According to data collected from Amplify DIBELS only 43% of scholars, in grades K-2nd are reading on grade level. The goal is 90% of scholars are reading on grade level by the end of 2nd, at Carver Academy.	Teachers lack the prefessional development to provide interventions in early childhood literacy and plan for the scope and sequence to provide a systematic approach to teaching phonics to decode.
2	Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments with an overall achievement average of 60 and above. STAAR Math - 54/40/14 ELA - 75/51/24 5th Grade Science - 71/57/14	Increased rigor on state assessments is not being reflected in classroom instruction and teachers need professional development to teach at the new levels needed to increase student thinking and writing.

Goal 2 IDEA Carver Academy will increase student persistence in 5th grade.

Performance Objective 1 ☑ High Priority

Campus receive a score of proficient or higher on the campus safety scorecard for the 2025-2026 school year (TEC 11.253(d)(8))

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

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Campus Score Safety was 93% - above district average

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 2025-2026 school year

Staff Responsible for Monitoring: Campus Assistant Principal of Operations

Problem Statements: Demographics 1, 2 - School Processes & Programs 1 - Perceptions 1, 3

Title I:

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November	March	July
Moderate Progress	✓ Accomplished	✓ Accomplished

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The average daily attendance percentage was 93.65% for the 2024-2025 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 hold meetings for scholars beginning on their 10th day of absences but failed to hold consistent attendance incentives and rewards.

2	Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2024-2025 school year we had an overall persistence of 88% and new to IDEA scholars we only had 82% persistence. We have increased by 8 percentage points in overall persistence from 22-23 and 4 percentage points for new to IDEA scholars from the previous year.	Leavers within our control are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Overall Staff retention is 88% with 80% in our operations staff.	Reasons cited for leaving were too many parent demands and leaving education for higher pay and less demand from parents.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	According to student surveys only 44% of students strongly agree that they have fun at school and 77% believe that their teachers challenge them to do their best. About 50% of students are excited to go to school everyday and 73% or students believe the teachers and staff care about them.	Teachers and leaders are not celebrating growth and small wins enough, especially those that are above academics. Social and emotional curriculum needs to target disagreements with friends and
3	According to the Spring 2025 family surveys, 88% of families feel that IDEA Carver cares about them and their children and 75% of parents feel that they are welcome at their child's school.	Feedback on lack of communication regarding their child as well as "vague" communication from the school regarding school events and campus crisises.

Performance Objective 2 ☑ High Priority

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))

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

Strategy 1

Carver academy committs to timely communication (4 weeks prior) to families regarding school wide events to promote family engagement and attendance.

Strategy's Expected Result/Impact: Increase student persistence from XX% to XX%

Staff Responsible for Monitoring: Campus Principal

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2, 3

Title I:

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

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The average daily attendance percentage was 93.65% for the 2024-2025 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 hold meetings for scholars beginning on their 10th day of absences but failed to hold consistent attendance incentives and rewards.
2	Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2024-2025 school year we had an overall persistence of 88% and new to IDEA scholars we only had 82% persistence. We have increased by 8 percentage points in overall persistence from 22-23 and 4 percentage points for new to IDEA scholars from the previous year.	Leavers within our control are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause

1	According to data collected from Amplify DIBELS only 43% of scholars, in grades K-2nd are reading on grade level. The goal is 90% of scholars are reading on grade level by the end of 2nd, at Carver Academy.	Teachers lack the prefessional development to provide interventions in early childhood literacy and plan for the scope and sequence to provide a systematic approach to teaching phonics to decode.
2	Our goal is 90/60/30 (approaches, meets and masters) in each content and grade level for the STAAR assessments with an overall achievement average of 60 and above. STAAR Math - 54/40/14 ELA - 75/51/24 5th Grade Science - 71/57/14	Increased rigor on state assessments is not being reflected in classroom instruction and teachers need professional development to teach at the new levels needed to increase student thinking and writing.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Overall Staff retention is 88% with 80% in our operations staff.	Reasons cited for leaving were too many parent demands and leaving education for higher pay and less demand from parents.
2	Only 51% of Carver lead classroom teachers are state certified with 10% of teachers ESL or bilingual certified.	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.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	According to student surveys only 44% of students strongly agree that they have fun at school and 77% believe that their teachers challenge them to do their best. About 50% of students are excited to go to school everyday and 73% or students believe the teachers and staff care about them.	Teachers and leaders are not celebrating growth and small wins enough, especially those that are above academics. Social and emotional curriculum needs to target disagreements with friends and
2	There were 31 Office Referrals for the 24-25 SY and 53 minor referrals.	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.
3	According to the Spring 2025 family surveys, 88% of families feel that IDEA Carver cares about them and their children and 75% of parents feel that they are welcome at their child's school.	Feedback on lack of communication regarding their child as well as "vague" communication from the school regarding school events and campus crisises.

Performance Objective 3 ☑ High Priority

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

Evaluation Data Source: Campus Calendar

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Carver Academy completed the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar by Sept 1, 2025

Strategy 1

Campus Counselor will recieve 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, smater schools content.

Staff Responsible for Monitoring: Campus Counselor

Problem Statements: Demographics 1, 2 - Perceptions 1, 2, 3

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

Formative Reviews

✓ Accomplished	✓ Accomplished	✓ Accomplished
November	**March**	**July**

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause

1	The average daily attendance percentage was 93.65% for the 2024-2025 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 hold meetings for scholars beginning on their 10th day of absences but failed to hold consistent attendance incentives and rewards.
2	Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2024-2025 school year we had an overall persistence of 88% and new to IDEA scholars we only had 82% persistence. We have increased by 8 percentage points in overall persistence from 22-23 and 4 percentage points for new to IDEA scholars from the previous year.	Leavers within our control are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	According to student surveys only 44% of students strongly agree that they have fun at school and 77% believe that their teachers challenge them to do their best. About 50% of students are excited to go to school everyday and 73% or students believe the teachers and staff care about them.	Teachers and leaders are not celebrating growth and small wins enough, especially those that are above academics. Social and emotional curriculum needs to target disagreements with friends and
2	There were 31 Office Referrals for the 24-25 SY and 53 minor referrals.	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.
3	According to the Spring 2025 family surveys, 88% of families feel that IDEA Carver cares about them and their children and 75% of parents feel that they are welcome at their child's school.	Feedback on lack of communication regarding their child as well as "vague" communication from the school regarding school events and campus crisises.

Goal 3 IDEA Carver Academy will increase student daily attendance in grade 3rd through 5th.

Performance Objective 1 ☑ High Priority

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

Evaluation Data Source: MVPA minutes dashboard

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

Problem Statements: Demographics 1, 2 - Perceptions 1

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The average daily attendance percentage was 93.65% for the 2024-2025 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 hold meetings for scholars beginning on their 10th day of absences but failed to hold consistent attendance incentives and rewards.
2	Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2024-2025 school year we had an overall persistence of 88% and new to IDEA scholars we only had 82% persistence. We have increased by 8 percentage points in overall persistence from 22-23 and 4 percentage points for new to IDEA scholars from the previous year.	Leavers within our control are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	According to student surveys only 44% of students strongly agree that they have fun at school and 77% believe that their teachers challenge them to do their best. About 50% of students are excited to go to school everyday and 73% or students believe the teachers and staff care about them.	Teachers and leaders are not celebrating growth and small wins enough, especially those that are above academics. Social and emotional curriculum needs to target disagreements with friends and

Performance Objective 2 ☑ High Priority

Carver AC maintains a chronic absenteeism rate at or below 10% for the 25/26 SY.

Evaluation Data Source: Daily attendance records, teacher compliance

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Carver Academy will reward students every 4 - 5 weeks for having no more than 1 absence

Strategy's Expected Result/Impact: Increase Carver Academy's ADA from XX% to XX% for the 25-26 school year

Staff Responsible for Monitoring: Campus Assistant Principal of Operations

Problem Statements: Demographics 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The average daily attendance percentage was 93.65% for the 2024-2025 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 hold meetings for scholars beginning on their 10th day of absences but failed to hold consistent attendance incentives and rewards.
2	Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2024-2025 school year we had an overall persistence of 88% and new to IDEA scholars we only had 82% persistence. We have increased by 8 percentage points in overall persistence from 22-23 and 4 percentage points for new to IDEA scholars from the previous year.	Leavers within our control are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Goal 4 Carver Academy will increase overall annual employee survey (AEES) ratings.

Performance Objective 1 ☑ High Priority

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 2024-2025 school year.

Evaluation Data Source: Task completion in Cornerstone

Next Year's Recommendation: 100% of full-time staff members at Carver Academy completed all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2024-2025 school year.

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 85% to 90% for the 25-26 school year

Staff Responsible for Monitoring: Campus Principal

Problem Statements: School Processes & Programs 1

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Overall Staff retention is 88% with 80% in our operations staff.	Reasons cited for leaving were too many parent demands and leaving education for higher pay and less demand from parents.

Performance Objective 2 ☑ High Priority

IDEA Carver Academy will maintain 85% of staff for all OPs positions throughout the 2025-2026 school year.

Evaluation Data Source: Staffing Roster (Position control), APO-Principal check-in w/ OPs staff

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 2025-2026 school year

Staff Responsible for Monitoring: Campus Principal

Problem Statements: Demographics 2 - School Processes & Programs 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2024-2025 school year we had an overall persistence of 88% and new to IDEA scholars we only had 82% persistence. We have increased by 8 percentage points in overall persistence from 22-23 and 4 percentage points for new to IDEA scholars from the previous year.	Leavers within our control are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Overall Staff retention is 88% with 80% in our operations staff.	Reasons cited for leaving were too many parent demands and leaving education for higher pay and less demand from parents.

Goal 5 IDEA Carver Academy will increase student enrollment in kindergarten.

Performance Objective 1 ☑ High Priority

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

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

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Carver Academy held two community outreach events with the Carver Center to promote the school and communicate the location and success.

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 XX to at least XX.

Staff Responsible for Monitoring: Assistant Principal of Operations

Problem Statements: Demographics 1, 2

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	July
Moderate Progress	✓ Accomplished	✓ Accomplished

Strategy 2

Increase kinder enrollment by targeting daycares within a 20 mile radius through hosting Prek 3-5 book and art project events at 3 local libraries; Carver Library, San Pedro Branch Library, McCreless Branch Library.

Strategy's Expected Result/Impact: Increase kinder enrollment from 45 to 90

Staff Responsible for Monitoring: Assistant Principal of Operations and Enrollment Coordinator

Problem Statements: Demographics 1, 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

No Progress	Moderate Progress	
November	**March**	**July**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The average daily attendance percentage was 93.65% for the 2024-2025 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 hold meetings for scholars beginning on their 10th day of absences but failed to hold consistent attendance incentives and rewards.
2	Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2024-2025 school year we had an overall persistence of 88% and new to IDEA scholars we only had 82% persistence. We have increased by 8 percentage points in overall persistence from 22-23 and 4 percentage points for new to IDEA scholars from the previous year.	Leavers within our control are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Performance Objective 2 ☑ High Priority

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

Evaluation Data Source: Social media post activity and registrations completed

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

Problem Statements: Demographics 1, 2 - Perceptions 1, 3

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The average daily attendance percentage was 93.65% for the 2024-2025 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 hold meetings for scholars beginning on their 10th day of absences but failed to hold consistent attendance incentives and rewards.
2	Carver academy strives to maintain enrollment and our goal is to retain 90% of our scholars each year. For the 2024-2025 school year we had an overall persistence of 88% and new to IDEA scholars we only had 82% persistence. We have increased by 8 percentage points in overall persistence from 22-23 and 4 percentage points for new to IDEA scholars from the previous year.	Leavers within our control are due to wanting extracurricular activities for their children, such as football, cheerleading, band and other clubs.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	According to student surveys only 44% of students strongly agree that they have fun at school and 77% believe that their teachers challenge them to do their best. About 50% of students are excited to go to school everyday and 73% or students believe the teachers and staff care about them.	Teachers and leaders are not celebrating growth and small wins enough, especially those that are above academics. Social and emotional curriculum needs to target disagreements with friends and
3	According to the Spring 2025 family surveys, 88% of families feel that IDEA Carver cares about them and their children and 75% of parents feel that they are welcome at their child's school.	Feedback on lack of communication regarding their child as well as "vague" communication from the school regarding school events and campus crisises.

Performance Objective 3 ☑ High Priority

IDEA Carver Academy will enroll 60 scholars in kindergarten for the 26/27 SY.

Summative Evaluation: Some progress made toward meeting Performance Objective

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALLISON ANNE JAMES	TEACHER - INTERVENTIONIST	School-wide Program	1
Allison James	Math Interventionist	Title 1	1
CHASIDTY P RODRIGUEZ	SR. COTEACHER	School-wide Program	1
GENEVIEVE ROSE GARCIA	COTEACHER	School-wide Program	1
Jason English	AR facilitator	Title 1	1
Johanna Charles	Hot Spot Facilitator	Title 1	1
MICHELLE ALEX	TEACHER - INTERVENTIONIST	School-wide Program	1
Michelle Alex	Reading Interventionist	Title 1	1
Vacant	COTEACHER	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	HB1416 Tutoring	Pay code 356/357	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$29,418.27
				+/- Difference	**$29,418.27**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,510.48
				+/- Difference	**$3,510.48**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,421.86
				+/- Difference	**$5,421.86**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,445.74
				+/- Difference	**$1,445.74**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,012.55
				+/- Difference	**$2,012.55**

IDEA Public Schools



Carver College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:54 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 11

Perceptions 13

Priority Problem Statements 15

Data Documentation for CNA 18

Improvement Planning Data 19

Accountability Data 19

Student Data: Assessments 19

Student Data: Student Groups 19

Student Data: Behavior and Other Indicators 20

Employee Data 20

Parent/Community Data 20

Goals 21

Goal 1 : Carver College Preparatory seniors will achieve the state of Texas College, Care... 22

Goal 2 : Carver College Preparatory will increase academic achievement outcomes in 6th... 24

Goal 3 : Carver College Preparatory will increase student persistence 30

Goal 4 : Carver College Preparatory will increase overall student daily attendance 35

Goal 5 : Carver College Preparatory will increase staff retention 38

Title I Summary 42

Title I Personnel 43

Funding Summary 44

SCE Accelerated Instruction (PIC 24) 45

IDEA-B (4130) 45

State SPED (PIC 23) 45

State BESL (PIC 25) 45

Title I Parent Reservation (4120-PAR) 46

Comprehensive Needs Assessment

Demographics

Summary

IDEA Carver College Prep is located on the inner eastside of San Antonio. Our campus services 671 student total, grade levels range from 6*th* grade to 12*th* grade. Of the total students who attend IDEA Carver College prep, 92% qualify as economically disadvantaged and more than half of our students qualify for free meals in the Child Nutrition Program. The predominate ethnicity on our campus is Hispanic-Latino, comprising nearly 84% of our population, nearly and a quarter of our students fall under student programs (5O4, English language learners, or Special education).

Total School Population- 671

6th – 128

7th – 115

8th -117

9th- 83

10th – 84

11th- 73

12th- 71

Gender

Male-325 (48.44%)

Female- 346 (51.56%)

Ethnicity

Hispanic-Latino 560 (83.46%)

Race

American Indian- Alaskan Native – 1 (0.15%)

Asian- 4 (0.60%)

Black-African American- 75 (11.18%)

Native Hawaiian-Pacific islander- 0 (0.00%)

White- 31 (4.62%)

Student Programs

Special Education (SPED)- 68 (10.13%)

Section 504- 21 (3.13%)

Emergent Bilingual (EB)- 81 (12.07%)

Student Indicators

At-Risk- 279 (41.58%)

Economic Disadvantage

Economic Disadvantage Total- 616 (91.80%)

Free Meals- 374 (55.74%)

Strengths

Carver has a diverse staff on campus and staff name that they feel our current staffing roster reflects diversity.

Our campus has retained over 85% of our top performing teachers for the 24-25 school year which is an 11 point increase from 21-22.

Our Average daily attendance increased to 92.67% from the previous year.

We were rated one of the top schools in San Antonio.

Overall persistence increased by 5% from year to year.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our overall Student Persistence has fallen below 90%.	1. Our middle schoolers do not experience a strong College Going Identity which leads them to not be as invested in our matriculation goals and our high school programming 2. Our New to IDEA scholars struggled with meeting culture expectations and do not come to Carver with conflict resolution/de-escalation skills
2 ★	Our YTD ADA has fallen below 92.77%	1. Unclear ADA matrix that varies in consistently by grade level 2. Lack of incentives for scholars with good ADA

★ = Priority

Student Learning

Summary

STAAR	21-22	AA	22-23	AA
English 1	85/74/31	63	87/73/29	63
English 2	95/89/23	69	90/77/14	60
US History	100/95/56	84	99/92/61	84
Biology	99/84/38	74	97/81/37	72
Algebra 1	98/98/78	91	93/76/45	71
EOC AA		76.2		70

2023-2024 STAAR Scores

6th Reading	**82/62/32**
7th Reading	81/56/23
8th Reading	94/72/42
9th ELA I	80/68/28
10th ELA II	95/84/21
6th Math	82/37/11
7th Math	62/34/07
8th Alg. 1	92/73/51
8th Biology	93/70/22
8th Social Studies	84/50/30
11th US History	91/75/32
Overall:	87/63/28

On Track- Overall March/April Mock AA: 39
ELA Mock AA: 36
Math Mock AA: 40
Sci Mock AA: 44
SpEd AA: Math-14
Reading-13
EL AA: Math- 28 Reading- 13

College Matriculation-On Track for 100%

CSI/ SPED Data
16.22%
1.5 Yr. Growth

AR-
Word Master- 95%
Royal Reader-11%
Typing-99%

Hotspot-
Math Master- 99%

Strengths

- Strengths in coaching by incorporating Mechanisms for assistant principals to grow data immediately.
- Mechanisms included but were not limited to daily first teach observations and tight loop coaching
- College counseling team set accountability factors with students and team by incorporating individualized support and weekly tacticals. Team worked collaboratively in course sequencing in order to accomplish college matriculation goal.
- CSI/ Sped Team fostered a strong sense of urgency by creating a rigorous schedule meant to maximize time in classrooms as push-in/ pull-out support. Teacher also incorporated and explored new curriculum methods in order to increase the rigor and sense of urgency with their caseload

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	6-8 Reading STAAR Approaches scores have fallen below 90%	1. Expectations regarding lesson plan quality and exit ticket expectations were not set/monitored during the Fall Semester 2. Teachers were not prioritized based on weekly student achievement data
2 ★	6-7 Math STAAR Master scores have fallen below 30%	1. There is a lack of collaboration between the core teachers and interventionist due to not having a common planning time 2. Students are unaware of their individual growth goals and have not been tracking their progress consistently

★ = Priority

School Processes & Programs

Summary

IDEA Carver CP employed 47 teachers during the school year. We have 15 Master Teachers, 18 Advanced-High Teachers, 10 High performing teachers and 4 developing teachers on campus. Our Administration team is composed of our Principal, two Assistant Principals of Instruction, a School Success Advisor, a campus based Social Worker, three College Counselors, Carver also boosts a 'Grade Team Leader' per grade level and 'Content Leaders' for each specific content. Campus administration holds weekly professional development lead through campus/district leadership. To better align and support our campuses Social Emotional Support mindset, our Student Success Advisor provides tier 1 support and School Social Worker provides tier 2 and 3 support for our students. Carver has moved to a one-to-one technology model, in which all our scholars are issued a school laptop or Chromebook, free of charge.

Our Middle school English department utilizes 'Wit and Wisdom' as a base curriculum, while our English 1 and 2 teachers use Springboard to better prepare our scholars for the rigor of AP English Language/Literature. Our math department uses a district-based curriculum for our 6th grade math to Algebra 2. Our campus also has a variety of afterschool clubs (chess, anime, film, board game, art, No Place for Hate, National Honor Society and UIL) and sports in both Middle school and High school areas (male/female Basketball, male/female Soccer, male/female Volleyball, football and golf). We also have band integrated in our schedule.

Strengths

IDEA Carver retains 84% of students year over year

Data Strengths outlined from Carver's Panorama survey:

-IDEA Carver students and Parents rate us at a 4.9/5 on the statement 'Based on your overall experience this year at IDEA, do you plan on returning the new year?'.

-IDEA Carver students and Parents rate us at a 4.9/5 on the statement 'My child's schools is preparing my child for college'.

-IDEA Carver students and Parents rate us at a 4.9/5 on the statement 'The adults at my child's school care about the students'.

-IDEA Carver students and Parents rate us at a 4.8/5 on the statement 'My child feels safe at school (in classroom/lunchroom/ hallways/or at recess and heshe feels they belong)

-IDEA Carver students and Parents rate us at a 4.7/5 on the statement 'I am aware that there is an anonymous tip line or hotline for reporting dangerous or unsafe behavior at this school'.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Carver College Prep's teacher retention has fallen below 90%.	1. BOY training was not internalized well by new-hires and there were no scheduled refresher professional development opportunities. 2. New teachers who are not STAAR tested have not received consistent professional development around classroom management techniques.
2 ★	Inconsistent Tier 1 Supports by teachers and admin	1. Grade Team Leaders did not hold their grade levels accountable to Tier 1 supports 2. Admin did not give real-time feedback to teachers who were not implementing Tier 1 supports

★ = Priority

Perceptions

Summary

Staff/Scholar Retention & Engagement

Staff Retention 97.18%

Student Persistence 90.6%

ADA: 97%

Student Teacher Survey- 604 Responses

Student Survey Data about School 3.7/5

Student Survey Data about Teacher 3.4/5

Teacher Parent Survey- 367 Responses

Family Survey Data about School 4.9/5

Teacher Career Pathway Family Survey 4.4/5

Strengths

Each year all IDEA Carver College Prep. Parents and students participate in the Panorama Education Survey. Below are strengths in the data:

Student SEL Competencies

Emotional Regulation 3.4/5 -Top 60th-79 percentile

Family Survey

Healthy Kids Here Initiative 4.8/5- +0.6 2021-2022 School Year

Family Survey Data about School 4.9/5- +0.5 2021-2022 School Year

Staff Retention

Staff Retention on Track 97.18%- Goal 85%

Increased staff joy, more celebrations and feedback implementation mechanisms.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	NTI Persistence has fallen below 75%	1. A small amount of NTI scholars have joined afterschool extracurriculars 2. We did not prioritize Tier 1 supports for NTI
2 ★	Less than 50% of our parents attended our after school events.	1. Opportunities for family events varied by grade level 2. Opportunities for events varied by clubs/ content

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	6-8 Reading STAAR Approaches scores have fallen below 90%	1. Expectations regarding lesson plan quality and exit ticket expectations were not set/monitored during the Fall Semester 2. Teachers were not prioritized based on weekly student achievement data
2 ★	6-7 Math STAAR Master scores have fallen below 30%	1. There is a lack of collaboration between the core teachers and interventionist due to not having a common planning time 2. Students are unaware of their individual growth goals and have not been tracking their progress consistently
3 ★	NTI Persistence has fallen below 75%	1. A small amount of NTI scholars have joined afterschool extracurriculars 2. We did not prioritize Tier 1 supports for NTI
4 ★	Inconsistent Tier 1 Supports by teachers and admin	1. Grade Team Leaders did not hold their grade levels accountable to Tier 1 supports 2. Admin did not give real-time feedback to teachers who were not implementing Tier 1 supports
5 ★	Our YTD ADA has fallen below 92.77%	1. Unclear ADA matrix that varies in consistently by grade level 2. Lack of incentives for scholars with good ADA
6 ★	Our overall Student Persistence has fallen below 90%.	1. Our middle schoolers do not experience a strong College Going Identity which leads them to not be as invested in our matriculation goals and our high school programming 2. Our New to IDEA scholars struggled with meeting culture expectations and do not come to Carver with conflict resolution/de-escalation skills

7 ★	Less than 50% of our parents attended our after school events.	1. Opportunities for family events varied by grade level 2. Opportunities for events varied by clubs/ content
8 ★	Carver College Prep's teacher retention has fallen below 90%.	1. BOY training was not internalized well by new-hires and there were no scheduled refresher professional development opportunities. 2. New teachers who are not STAAR tested have not received consistent professional development around classroom management techniques.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **SAT and/or ACT assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

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

- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Goals

Goal 1

Carver College Preparatory seniors will achieve the state of Texas College, Career, and Military Readiness (CCMR) standards.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Carver College Prep seniors average an ACT score of 20 or better before or by high school graduation (HB3).

Evaluation Data Source: ACT scores

Strategy 1

ACT focused lesson in 9th-11th RTTC classes 2x a week

Strategy's Expected Result/Impact: Increase in ACT Scores

Staff Responsible for Monitoring: CC's and RTTC Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	6-8 Reading STAAR Approaches scores have fallen below 90%	1. Expectations regarding lesson plan quality and exit ticket expectations were not set/monitored during the Fall Semester 2. Teachers were not prioritized based on weekly student achievement data

Performance Objective 2

☑ High Priority ☑ HB3 Goal

100% of Carver College Prep seniors meet Texas Student Initiative Assessment (TSIA) college readiness benchmark before or by graduation. (HB3)

Evaluation Data Source: TSIA data for math, reading, and writing

Strategy 1

Weekly OTG report runs reviewed at weekly lead team tactical

Strategy's Expected Result/Impact: More students will earn more credits and be on track to move on to the next grade level

Staff Responsible for Monitoring: DCC and CC Team

Problem Statements: Student Learning 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	6-7 Math STAAR Master scores have fallen below 30%	1. There is a lack of collaboration between the core teachers and interventionist due to not having a common planning time 2. Students are unaware of their individual growth goals and have not been tracking their progress consistently

Goal 2 Carver College Preparatory will increase academic achievement outcomes in 6th & 7th grade math and reading (English I &II).

Performance Objective 1 ☑ High Priority

95% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Source: Mock TELPAS, State TELPAS

Strategy 1

Weekly Instructional Lead Team meetings focus on weekly data and action steps.

Strategy's Expected Result/Impact: Raise the quality of instruction in the classroom .

Staff Responsible for Monitoring: Assistant Principals of Instruction

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Moderate Progress			

Strategy 2

Track each students performance in domains 1-3 by using Locus dashboard and Campus executive tracker and respond to data in a timely and effective manner.

Strategy's Expected Result/Impact: Bring awareness to Campus and teacher leaders by tracking and assessing academic achievement.

Staff Responsible for Monitoring: API's

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November | March | July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	6-8 Reading STAAR Approaches scores have fallen below 90%	1. Expectations regarding lesson plan quality and exit ticket expectations were not set/monitored during the Fall Semester 2. Teachers were not prioritized based on weekly student achievement data
2	6-7 Math STAAR Master scores have fallen below 30%	1. There is a lack of collaboration between the core teachers and interventionist due to not having a common planning time 2. Students are unaware of their individual growth goals and have not been tracking their progress consistently

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

70% of SPED Students attain approaches in STAAR by June 2026

Evaluation Data Source: Exit Ticket Data , Quiz Data, Test Data, Semester Exam , Mock Exam, State STAAR/ EOC

Strategy 1

Co-plan and deliver weekly small-group instruction for SPED scholars that integrates STAAR-aligned TEKS with IEP goals, using formative assessment data and real-time student work analysis to drive reteach and targeted support.

Strategy's Expected Result/Impact: SPED scholars deepen conceptual understanding to meet or exceed STAAR goals.

Staff Responsible for Monitoring: API , SPED Lead, Gen Ed Teacher

Problem Statements: Student Learning 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November	March	July

Strategy 2

Leverage intervention blocks during the instructional day to deliver scaffolded, grade-level content to SPED scholars, paired with bi-weekly progress monitoring to adjust grouping, reteach focus, and instructional materials based on scholar growth trends.

Strategy's Expected Result/Impact: Students will be able to receive extra instruction which will help close any achievement gaps for their particular content.

Staff Responsible for Monitoring: API, Gen Ed Teacher

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November	March	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	6-8 Reading STAAR Approaches scores have fallen below 90%	1. Expectations regarding lesson plan quality and exit ticket expectations were not set/monitored during the Fall Semester 2. Teachers were not prioritized based on weekly student achievement data
2	6-7 Math STAAR Master scores have fallen below 30%	1. There is a lack of collaboration between the core teachers and interventionist due to not having a common planning time 2. Students are unaware of their individual growth goals and have not been tracking their progress consistently

Performance Objective 3 ☑ High Priority

100% of identified scholars meet required minutes per House Bill 1416 (formerly HB4545) and 50% of HB 1416 scholars will earn Meets or higher in STAAR Math Grades 6-7 and Alg I including English I and II.

Evaluation Data Source: PowerSchool HB 1416 Tracking

Strategy 1

100% of students will meet HB 1416 requirements by attending after school tutoring and Saturday school.

Strategy's Expected Result/Impact: A rating

Staff Responsible for Monitoring: Campus Admin

Problem Statements: Student Learning 1

Funding Sources: 4312-6005-000-XXXX-11-24-XXXX-0000-TUTR SCE Accelerated Instruction (PIC 24),

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November | March | July

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	6-8 Reading STAAR Approaches scores have fallen below 90%	1. Expectations regarding lesson plan quality and exit ticket expectations were not set/monitored during the Fall Semester 2. Teachers were not prioritized based on weekly student achievement data

Performance Objective 4 ☑ High Priority

Carver College Preparatory will exceed 65% Meets in STAAR Math Grades 6-7 and Alg I including English I and II.

Evaluation Data Source: Bi-Weekly assessments, Mock Exams and Semester Exams

Strategy 1

Implement weekly content planning and data meetings in grades 6th, 7th, 9th & 10 grade that prioritize TEKS-aligned exemplar tasks, real-time student work analysis, and targeted reteach plans designed to move scholars from Approaches to Meets and from Meets to Masters.

Strategy's Expected Result/Impact: Increase Meets and Masters data for priority contents.

Staff Responsible for Monitoring: APIs, Principal, Teachers

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

November | March | July

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	6-8 Reading STAAR Approaches scores have fallen below 90%	1. Expectations regarding lesson plan quality and exit ticket expectations were not set/monitored during the Fall Semester 2. Teachers were not prioritized based on weekly student achievement data
2	6-7 Math STAAR Master scores have fallen below 30%	1. There is a lack of collaboration between the core teachers and interventionist due to not having a common planning time 2. Students are unaware of their individual growth goals and have not been tracking their progress consistently

Goal 3 Carver College Preparatory will increase student persistence

Performance Objective 1 ☑ High Priority

Campus receive a score of proficient or higher on the campus safety scorecard for the 2025- 26 school year (TEC 11.253(d)(8))

Evaluation Data Source: Monthly safety scorecards

Strategy 1

Review mission list daily and respond to all request for communication within 24 hours

Strategy's Expected Result/Impact: Give parents the opportunity to be heard.

Staff Responsible for Monitoring: Principal , School Counselor

Problem Statements: Perceptions 1, 2

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 2

Communicate school events with families in a timely and effective manner. Event includes but are not limited to ADA incentive days, open house, and report card nights.

Strategy's Expected Result/Impact: Family Engagement/ Increased Student Persistence

Staff Responsible for Monitoring: API's, School Counselor, Principal

Problem Statements: Perceptions 2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	NTI Persistence has fallen below 75%	1. A small amount of NTI scholars have joined afterschool extracurriculars 2. We did not prioritize Tier 1 supports for NTI
2	Less than 50% of our parents attended our after school events.	1. Opportunities for family events varied by grade level 2. Opportunities for events varied by clubs/content

Performance Objective 2 ☑ High Priority

100% of schools 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.

Evaluation Data Source: timely communication to families regarding school events to promote family engagement and attendance

Strategy 1

Teachers will implement Move This World a minimum of 3 timers per week.

Strategy's Expected Result/Impact: Students participating in Move This World show an improvement in classroom behavior, an increased ability to manage stress and depression.

Staff Responsible for Monitoring: School Counselor , API's

Problem Statements: School Processes & Programs 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 2

Timely communication with families regarding school events to promote family engagement and attendance.

Strategy's Expected Result/Impact: Have 80% or higher average family attendance for all family engagement events.

Staff Responsible for Monitoring: School Counselor and Principal

Problem Statements: Perceptions 2

Funding Sources: Title I Parent Reservation (4120-PAR),

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Inconsistent Tier 1 Supports by teachers and admin	1. Grade Team Leaders did not hold their grade levels accountable to Tier 1 supports 2. Admin did not give real-time feedback to teachers who were not implementing Tier 1 supports

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Less than 50% of our parents attended our after school events.	1. Opportunities for family events varied by grade level 2. Opportunities for events varied by clubs/content

Performance Objective 3

100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Source: Monthly tracking system

Strategy 1

Calendar protected observation and check-in time with our Athletic director and physical education teachers, in order hold all parties accountable for tracking MVPA minutes goal.

Strategy's Expected Result/Impact: 100% of student meet the MVPA Goal

Staff Responsible for Monitoring: API's, athletic director, P.E Teachers

Problem Statements: School Processes & Programs 2

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Inconsistent Tier 1 Supports by teachers and admin	1. Grade Team Leaders did not hold their grade levels accountable to Tier 1 supports 2. Admin did not give real-time feedback to teachers who were not implementing Tier 1 supports

Performance Objective 4 ☑ High Priority

Carver College Preparatory will increase new student persistence (NTI) from 60.49% in 24/25 SY to 70% in the 25/26 SY.

Evaluation Data Source: Persistence Dashboard

Strategy 1

Leaders will schedule monthly lunch bunch touchpoints to build relationships and collect qualitative feedback that pertains to grade level topics.

Strategy's Expected Result/Impact: Implement feedback to increase new to IDEA families persistence.

Staff Responsible for Monitoring: School Counselor, Principal and Assistant Principals of Instruction

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November | March | July

Strategy 2

New to IDEA scholars and parents will experience a quality onboarding process that includes access to uniforms, a school tour, meeting with grade team leader and meet and greet with school principal.

Strategy's Expected Result/Impact: A unified approach will provide an opportunity to have parents' questions answered and access to leadership impacting a positive transition promoting increased persistence.

Staff Responsible for Monitoring: School Counselor, Assistant Principal of Operations, Principal and Assistant Principals of Instruction.

Problem Statements: Perceptions 1

Formative Reviews

Considerable Progress

November | March | July

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Carver College Prep's teacher retention has fallen below 90%.	1. BOY training was not internalized well by new-hires and there were no scheduled refresher professional development opportunities. 2. New teachers who are not STAAR tested have not received consistent professional development around classroom management techniques.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	NTI Persistence has fallen below 75%	1. A small amount of NTI scholars have joined afterschool extracurriculars 2. We did not prioritize Tier 1 supports for NTI

Goal 4 Carver College Preparatory will increase overall student daily attendance

Performance Objective 1 ☑ High Priority

IDEA Carver will increase overall annual attendance rate for the 25-26 school year from 93.53% to 95%.

Evaluation Data Source: Daily ADA (Average Daily Attendance), List of Chronic Absent Students)

Strategy 1

100% of students not on campus will receive an ADA phone call by 8:00am daily.

Strategy's Expected Result/Impact: ADA will hit 97% or above for each grade level on a daily basis

Staff Responsible for Monitoring: APO, Registrar, Admin Team

Problem Statements: Demographics 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 2

100% of students who are chronically absent follow the ADA matrix with consequences and next steps.

Strategy's Expected Result/Impact: Increase average daily attendance.

Staff Responsible for Monitoring: APO

Problem Statements: Demographics 2

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Our YTD ADA has fallen below 92.77%	1. Unclear ADA matrix that varies in consistently by grade level 2. Lack of incentives for scholars with good ADA

Performance Objective 2

100% of students from 6th-10th grade meet their MVPA minutes goal. (TEC 11.253(d)(10))

Evaluation Data Source: Monthly MVPA tracking

Strategy 1

100% of scholars in grades 6th-10th will track their weekly progress alongside the teachers tracking tool.

Strategy's Expected Result/Impact: Achieve MVPA minutes by March of 2026.

Staff Responsible for Monitoring: PE Coach and Athletic Director

Problem Statements: School Processes & Programs 2

Formative Reviews



Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Inconsistent Tier 1 Supports by teachers and admin	1. Grade Team Leaders did not hold their grade levels accountable to Tier 1 supports 2. Admin did not give real-time feedback to teachers who were not implementing Tier 1 supports

Performance Objective 3 ☑ High Priority

Carver CP maintains a chronic absenteeism rate at or below 10% for the 25/26 SY.

Evaluation Data Source: Chronic Absenteeism dashboard

Strategy 1

Leaders will follow the ADA Matrix to hold parent meetings of scholars not meeting the state mandated 10% rule across all courses.

Strategy's Expected Result/Impact: Decrease chronic absenteeism and increase grade level matriculation to meet graduation requirements.

Staff Responsible for Monitoring: Grade team leaders, Assistant Principal of Operations, Assistant Principals of Instruction and Principal.

Problem Statements: Demographics 2

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Track scholars with chronic absenteeism and plan for credit recovery methods for courses where a loss in credit has occurred.

Strategy's Expected Result/Impact: Reduce absenteeism and increase on track to graduate.

Staff Responsible for Monitoring: Grade team leaders, Assistant Principal of Operations, Assistant Principals of Instruction and Principal

Problem Statements: Demographics 2

Formative Reviews

November	March	July
Some Progress		

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Our YTD ADA has fallen below 92.77%	1. Unclear ADA matrix that varies in consistently by grade level 2. Lack of incentives for scholars with good ADA

Goal 5 Carver College Preparatory will increase staff retention

Performance Objective 1 ☑ High Priority

100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-26 school year.

Evaluation Data Source: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy 1

100% of staff members will receive praise weekly, daily temperature checks, and weekly incentives

Strategy's Expected Result/Impact: All staff will feel validated for their work

Staff Responsible for Monitoring: Principal, APIs ,DCC, SSA

Problem Statements: School Processes & Programs 1

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

100% of instructional staff will be observed and have weekly check ins with direct manager.

Strategy's Expected Result/Impact: 85% or more of instructional staff and leaders will return for 2023-24 school year; School will receive A-Rating

Staff Responsible for Monitoring: Principal, API, Managers

Problem Statements: School Processes & Programs 1

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

Recruit and hire high quality candidates by collaborating with campus and teacher leaders, as well as reviewing and discussing level of experience and coachability.

Strategy's Expected Result/Impact: High Quality instruction and high staff retention.

Staff Responsible for Monitoring: Principal and APIs

Problem Statements: School Processes & Programs 1

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Carver College Prep's teacher retention has fallen below 90%.	1. BOY training was not internalized well by new-hires and there were no scheduled refresher professional development opportunities. 2. New teachers who are not STAAR tested have not received consistent professional development around classroom management techniques.

Performance Objective 2 ☑ High Priority

IDEA Carver is 85% staffed for all teacher positions throughout the 2025-26 school year.

Evaluation Data Source: Staff Retention Dashboard - executive tracker

Strategy 1

Recruit and hire high quality candidates per role by using high quality resume criteria

Strategy's Expected Result/Impact: Carver will find the most qualified educators

Staff Responsible for Monitoring: API's and Principal

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Considerable Progress

November | March | July

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Carver College Prep's teacher retention has fallen below 90%.	1. BOY training was not internalized well by new-hires and there were no scheduled refresher professional development opportunities. 2. New teachers who are not STAAR tested have not received consistent professional development around classroom management techniques.

Performance Objective 3 ☑ High Priority

IDEA Carver CP will maintain 85% of staff for all OPs positions throughout the 2025-2026 school year.

Evaluation Data Source: Staff Retention Dashboard

Strategy 1

Ensure all OPs candidates are provided with a real-time job shadow experience to ensure there is clarity on roles and responsibilities.

Strategy's Expected Result/Impact: Alignment of what is expected from role and ensure long term staff member.

Staff Responsible for Monitoring: Assistant Principal of Operations, AC/CP Principals

Problem Statements: School Processes & Programs 1, 2

Formative Reviews

Some Progress

November | March | July

Strategy 2

Celebrate Operations team members for the work they do and make them feel like valued team members by including them in staff meals and events.

Strategy's Expected Result/Impact: Increase a positive work environment, camaraderie and investment.

Staff Responsible for Monitoring: AC/CP Principals, Assistant Principal of Operations and staff

Problem Statements: School Processes & Programs 1, 2

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Carver College Prep's teacher retention has fallen below 90%.	1. BOY training was not internalized well by new-hires and there were no scheduled refresher professional development opportunities. 2. New teachers who are not STAAR tested have not received consistent professional development around classroom management techniques.
2	Inconsistent Tier 1 Supports by teachers and admin	1. Grade Team Leaders did not hold their grade levels accountable to Tier 1 supports 2. Admin did not give real-time feedback to teachers who were not implementing Tier 1 supports

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ANNA KARENINA COBAR	TEACHER - INTERVENTIONIST	School-wide Program	1
Jasmine Luna	Teacher		1
LAURA CLARISSIA BADILLO	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	4312-6005-000-XXXX-11-24-XXXX-0000-TUTR	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$40,015.18
				+/- Difference	**$40,015.18**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,723.62
				+/- Difference	**$5,723.62**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,839.99
				+/- Difference	**$8,839.99**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,466.26
				+/- Difference	**$2,466.26**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,737.50
				+/- Difference	**$2,737.50**

IDEA Public Schools



Converse Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:56 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 17

Employee Data 18

Parent/Community Data 18

Support Systems and Other Data 18

Goals 19

Goal 1 : Campus "A" campus rating by increasing Math STAAR outcomes in 3rd, 4th, and ... 20

Goal 2 : Student Persistence: Increase New to IDEA Student Persistence 22

Goal 3 : Improve ADA outcomes 24

Goal 4 : Staff Retention: Reduce staff turnover by July 2026 through support, recognitio... 26

Goal 5 : Increase student enrollment (no required performance objectives/strategies) 28

Title I Summary 29

Title I Personnel 30

Funding Summary 31

SCE Accelerated Instruction (PIC 24) 32

IDEA-B (4130) 32

State SPED (PIC 23) 32

State BESL (PIC 25) 32

Title I Parent Reservation (4120-PAR) 33

Comprehensive Needs Assessment

Demographics

Summary

IDEA Converse Academy is a Title 1 campus that offers quality educational programs and extracurricular activities to students in grades Kinder - 5th grade. IDEA Converse Academy is part of one of the fastest growing charter school networks. Currently, IDEA Converse Academy has an enrollment of 720 scholars.

The school's demographics include approximately 68% of the student population is economically disadvantaged, 60% Hispanic, 23% African American and 8% students in Special Education.

Strengths

1. We have a diverse staff on campus and staff name they feel our current staffing roster reflects diversity in hiring.
2. Regardless of socioeconomic status, we have high levels of engagement from our families.
3. We retained our top performing teachers for the 25-26 school year.
4. For family engagement events, we have high levels of participation from both families and staff.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Behaviors exhibiting physical aggression accounted for 30% of office referrals for the 24-25 school year.	There was initially a lack of consistency in implementation of our SEL curriculum. The consequence hierarchy did not clearly outline escalation for consequences prior to reaching administrator assigned consequences.
2 ★	Average daily attendance is 94.7% which falls short of our goal of 96.1%.	At the beginning of the year, there was a lack of fidelity to the attendance matrix which did not allow for proper escalation of communication and support based on scholars' attendance habits.

★ = Priority

Student Learning

Summary

IDEA Converse Academy is on track to have 90% or more of scholars in Kindergarten through 2nd grades reading on or above grade level. Based on semester and mock exam results, IDEA Converse Academy is projected to earn an A rating from the Texas Education Agency. All scholars have demonstrated eligibility for promotion to the next grade level.

Strengths

1. We are on-track to meet our goal of 90% of more of scholars reading on/above grade level in K-2.
2. We are on track to earn our first A rating from the Texas Education Agency.
3. Students who are not on track to meet academic goals have opportunities for additional support through CSI intervention and/or tutoring.
4. Staff have a wide variety of educational experience and receive coaching throughout the year to continue to develop additional skills.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Response to Intervention (RTI) was inconsistently leveraged as a tool to support struggling scholars across the campus.	There was a lack of clear operating mechanisms in place for RTI implementation and monitoring.
2 ★	There was inconsistent use of the district curriculum in 3-5 spaces.	Leaders did not hold all teachers accountable to using district resources.

★ = Priority

School Processes & Programs

Summary

There are a wide variety of processes and programs in place to support scholars and staff. We engage in weekly development with our staff through after-school professional development sessions as well as check-ins with managers. Teachers leverage systems for parent communication such as Class Dojo and Remind to inform parents of any updates while also responding to questions or concerns from parents.

Each week, leaders engage in a weekly tactical meeting to discuss school performance data, upcoming events and any pertinent topics requiring leadership input.

Strengths

1. We have clear safety protocols in place and maintain compliance with expected safety drills.
2. Teachers are able to request professional development opportunities from outside of the organization.
3. Lesson planning within the campus is data-driven and there are clear operating mechanisms in place to capture data.
4. The Teacher Career Pathway serves as an incentive for staff for continued growth.
5. There are strong systems in place to support new teachers through New Teacher Institute, clear management training at the beginning of the year and manager check-ins.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Response to Intervention is not implemented with consistency.	There is a lack of clear systems and protocols for RTI meetings and data tracking.
2 ★	Leaders do not consistently engage in grade team meetings.	Leaders have competing priorities calendared at times of grade level meetings.

★ = Priority

Perceptions

Summary

IDEA Converse Academy has maintained a enrolled status throughout the 23-24 school year. Overall, families report satisfaction with the academic supports in place for their scholars and that they have access to message teachers directly with questions or concerns. When scholars have concerns or need additional support, teachers and leaders work in partnership to address student needs in a timely manner and support them in restoring relationships.

Strengths

1. Families receive timely communication regarding drills, campus events and incidents on campus due to consistent systems with Remind and Class Dojo.
2. Families feel welcomed when coming to events and have a positive experience when invited on to campus.
3. Families name they feel satisfied with the academic supports their scholars receive at school.
4. Teachers and families know how to request additional socio-emotional support through our licensed school counselor.
5. We are fully enrolled for the 24-25 school year showing parents have interest in sending their students to school with us.
6. Overall, families are able to lift concerns and have them addressed with urgency.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Families report concerns about safety communication being unclear, including a lack of clarity about what actions were taken to address the safety concerns.	Due to privacy, we are unable to share full details of incidences. There was a gap in setting families up for success at the beginning of the year of the types of communication they would receive and why to help them understand why they may frequently receive notices. Additionally, there is a need to balance those notices with additional positive communication.
2 ★	Families report feeling they have limited opportunities to volunteer on campus outside of field day and field lessons.	There is a lack of clear processes for parent volunteers and how to leverage them effectively.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Response to Intervention (RTI) was inconsistently leveraged as a tool to support struggling scholars across the campus.	There was a lack of clear operating mechanisms in place for RTI implementation and monitoring.
2 ★	Families report concerns about safety communication being unclear, including a lack of clarity about what actions were taken to address the safety concerns.	Due to privacy, we are unable to share full details of incidences. There was a gap in setting families up for success at the beginning of the year of the types of communication they would receive and why to help them understand why they may frequently receive notices. Additionally, there is a need to balance those notices with additional positive communication.
3 ★	Behaviors exhibiting physical aggression accounted for 30% of office referrals for the 24-25 school year.	There was initially a lack of consistency in implementation of our SEL curriculum. The consequence hierarchy did not clearly outline escalation for consequences prior to reaching administrator assigned consequences.
4 ★	Average daily attendance is 94.7% which falls short of our goal of 96.1%.	At the beginning of the year, there was a lack of fidelity to the attendance matrix which did not allow for proper escalation of communication and support based on scholars' attendance habits.
5 ★	Response to Intervention is not implemented with consistency.	There is a lack of clear systems and protocols for RTI meetings and data tracking.
6 ★	There was inconsistent use of the district curriculum in 3-5 spaces.	Leaders did not hold all teachers accountable to using district resources.

7 ★	Leaders do not consistently engage in grade team meetings.	Leaders have competing priorities calendared at times of grade level meetings.
8 ★	Families report feeling they have limited opportunities to volunteer on campus outside of field day and field lessons.	There is a lack of clear processes for parent volunteers and how to leverage them effectively.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Student Achievement Domain**
- ☑ **Closing the Gaps Domain**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **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**
- ☑ **Section 504 data**

Student Data: Behavior and Other Indicators

- ☑ **Attendance data**

- [x] **Discipline records**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**

Goals

Goal 1 Campus "A" campus rating by increasing Math STAAR outcomes in 3rd, 4th, and 5th grade.

Performance Objective 1 ☑ High Priority

By June 2026, the percentage of scholars in grades 3-5 will achieved Meets Grade Level on the Math STAAR will increase from 40% to 50%, through targeted instruction, data-driven planning, and layered intervention systems.

Evaluation Data Source: LOCUS Dashboard - IA data - Interim data

Strategy 1

Strengthen Data-Driven Instruction Cycles in Math Classrooms.
Tactic 1: Implement weekly data meetings with teachers to analyze Exit Tickets, District Assessments, and re-teach plans specifically targeting questions.
Tactic 2: Launch weekly campus walkthroughs with a math lens (rigor alignment, use of exemplars) and provide live feedback/coaching to ensure high-quality first instruction.

Strategy's Expected Result/Impact: Increase scholar accountability and motivation for growth in results.

Staff Responsible for Monitoring: All ELAR teachers, APIs, Principal

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Strategy:
Layer Intervention Systems Focused on Meets & Masters Gaps; including HB1416 Scholars.
Tactic 1: Identify "bubble students" (Approaches to Meets) and assign them to Tier 2 small-group tutoring during academic block or after school with the math interventionist.
Tactic 2: Implement a STAAR Math Bootcamp 6 weeks before STAAR and grouped by TEKs/skill and led by math teachers with Saturday School and individual mastery trackers.

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 2 ☑ High Priority

IA: 100% of identified scholars meet required minutes per House Bill 1416 (HB1416)

Evaluation Data Source: Powerschool HB1416 Tracker

Strategy 1

Leverage CSI block to provide HB4545 minutes to scholars during the instructional day.

Strategy's Expected Result/Impact: Accelerate learning for HB4545 scholars within the instructional school day.

Staff Responsible for Monitoring: Interventionists, CSI Point Person

Funding Sources: HB1416 Tutoring SCE Accelerated Instruction (PIC 24), $22,702.54

Formative Reviews



Performance Objective 3

IA: 90% of SPED Students attain approaches in STAAR by June 2025 (TEC 11.253(d)(2))

Evaluation Data Source: Accountability Dashboard

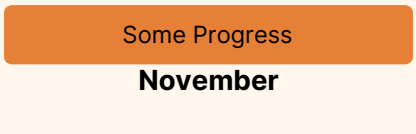
Strategy 1

Invest scholars in independently tracking performance on assessments on individual trackers within 72 hours of assessment.

Strategy's Expected Result/Impact: Increase scholar accountability and motivation for growth in results.

Staff Responsible for Monitoring: All STAAR teachers, SPED Teachers, APIs, Principal

Formative Reviews



Goal 2 Student Persistence: Increase New to IDEA Student Persistence

Performance Objective 1 ☑ High Priority

IA & CP: Campus receive a score of proficient or higher on the campus safety scorecard for the 2025- 26 school year (TEC 11.253(d)(8))

Evaluation Data Source: Campus Safety Scorecard Dashboard

Strategy 1

Strengthen NTI on-boarding and Integration
Tactic 1: Launch a New Scholar Orientation Series (summer, BOY, and MOY) including family meet-and-greets, campus culture sessions, Grade Team Leader Pulse Checks, and peer mentor pairing.
Tactic 2: Implement a 30/60/90 Day Plan with each new scholar and family to assess experience, connection, and needed supports.

Staff Responsible for Monitoring: APO, Principal, FM

Formative Reviews

	November	March	July
Considerable Progress			

Strategy 2

Strategy:
Build Strong Family Partnerships & Communication Channels
Tactic 1: Assign every NTI Family a designated point of contact for monthly proactive calls.
Tactic 2: Host quarterly NTI Family Events (e.g., breakfast chats, game nights, student showcases) to build belonging and gather feedback.

Staff Responsible for Monitoring: Principal, SC, API, APO, GTL

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2

IA & CP: 100% of schools 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))

Strategy 1

Timely communication to families regarding school events to promote family engagement and attendance.

Strategy's Expected Result/Impact: Families have sufficient planning time to ensure they can join engagement events.

Staff Responsible for Monitoring: School Counselor, APO, Principal

Funding Sources: Title I Parent Reservation (4120-PAR), $2,540.37

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 3 ☑ High Priority

Converse AC will achieve77% persistence in 4th and 5th grade for the the 25/26 SY.

Evaluation Data Source: Persistence Dashboard - Mission List

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Converse AC will achieve 77% persistence in 4th and 5th grade in SY25-26 by building strong school culture through 100% of teachers using PBIS reward points and building of positive culture.

Formative Reviews

No Progress

November **March** **July**

Goal 3 Improve ADA outcomes

Performance Objective 1 ☑ High Priority

Converse AC maintains a chronic absenteeism rate at or below 10% for the 25/26 SY.

Evaluation Data Source: Chronic Absenteeism Dashboard

Strategy 1

Strategy:
Strengthen Staff Culture and Recognition Systems
Tactic 1: Continue to implement our weekly and monthly staff recognition system tied to core values and impact.
Tactic 2: Continue to implement a Staff Wellness & Appreciation Calendar, monthly social events, wellness check-ins, and Monday Motivational.

Strategy's Expected Result/Impact: Teachers will feel valued and want to stay.

Staff Responsible for Monitoring: Principal, Apis, SC, APO

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Strategy:
Invest in Career Development and Coaching
Tactic 1: Conduct quarterly retention interviews with all staff to identify development goals, career aspirations, and barriers to staying.
Tactic 2: Provide clear growth pathways with aligned coaching and release time to pursue leadership development or deepen instructional expertise.

Staff Responsible for Monitoring: Principal, API, SC, APO

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2 ☑ High Priority

IA & CP: IDEA Converse will achieve a 97% annual attendance rate for the 25-26 school year.

Evaluation Data Source: Average Daily Attendance Power BI Dashboard

Strategy 1

Ensure fidelity to the ADA Matrix.

Strategy's Expected Result/Impact: Families receive timely communication regarding absences and understand impact of repeated absences.

Staff Responsible for Monitoring: APO, APIs, School Counselor, Principal

Formative Reviews

	November	March	July
Moderate Progress			

Goal 4 Staff Retention: Reduce staff turnover by July 2026 through support, recognition, and career growth opportunities.

Performance Objective 1 ☑ High Priority

IA & CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-26 school year.
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Evaluation Data Source: Cornerstone

Strategy 1

Managers provide feedback and professional development/coaching for each staff member through our SDC cycle.

Strategy's Expected Result/Impact: All staff understand how they are currently performing in their role and receive support through clear feedback from their managers.

Staff Responsible for Monitoring: APIs, APO, Principal

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 2

IA & CP: IDEA Converse is 100% staffed for all teacher positions throughout the 2025-26 school year.
Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

Strategy 1

Recruit and hire high quality candidates per role by using high quality resume criteria.

Strategy's Expected Result/Impact: Ensure we have strong teachers in every classroom for scholars.

Staff Responsible for Monitoring: Principal

Formative Reviews

Considerable Progress		

November March July

Performance Objective 3 ☑ High Priority

By July 2026, teacher retention will increase from 76% to 90%, through intentional culture-building, leadership development, and individualized support structures that prioritize staff voice, growth, and wellness.

Evaluation Data Source: Staff Retention Dashboard - Mission List

Strategy 1

Converse AC will increase staff retention by creating a supportive and growth-focused work environment through consistent coaching and feedback, meaningful recognition, distributed leadership opportunities, and strong systems that protect staff time and well-being.

Formative Reviews

Moderate Progress

November March July

Goal 5 Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1 ☑ High Priority

Ensure 100% of new-to-IDEA offers have fully registered by the first day of school and completed onboarding.

Evaluation Data Source: STREAM

Strategy 1

Leverage STREAM to review offer management daily.

Strategy's Expected Result/Impact: All new acceptances receive contact to complete registration within 48 hours of their acceptance.

Staff Responsible for Monitoring: APO

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2 ☑ High Priority

IDEA Converse Academy will enroll 90 scholars in kindergarten for the 26/27 SY

Evaluation Data Source: Enrollment Dashboard - STREAM

Strategy 1

We will have targeted and sustained recruitment plan that includes community outreach, family referrals, early commitment events, and consistent follow-up to ensure interested families complete applications and registration.

Formative Reviews

Some Progress

November **March** **July**

Title I Summary

Title I Personnel

Name	Position	Program	FTE
EMILETT JANNELLI PENA	COTEACHER	School-wide Program	1
EMILY Rachel GARZA	TEACHER - INTERVENTIONIST	School-wide Program	1
ITZEL J GARCIA	COTEACHER	School-wide Program	1
KIMBERLY RASHAUN PICKETT	COTEACHER	School-wide Program	1
LINDA H JENKINS	COTEACHER	School-wide Program	1
MONICA NICOLE ESCALANTE	COTEACHER	School-wide Program	1
TONYA RENEE TURNER	COTEACHER	School-wide Program	1
VICTORIA LYNN GAITAN ALVAREZ	COTEACHER	School-wide Program	1
ZELINA C VILLARREAL	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	HB1416 Tutoring	--	$22,702.54
				Sub-Total	$22,702.54
				Budgeted Fund Source Amount	$36,851.92
				+/- Difference	**$14,149.38**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,570.99
				+/- Difference	**$5,570.99**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,604.26
				+/- Difference	**$8,604.26**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,110.44
				+/- Difference	**$4,110.44**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1		--	$2,540.37
				Sub-Total	$2,540.37
				Budgeted Fund Source Amount	$2,521.09
				+/- Difference	**-$19.28**

IDEA Public Schools



Converse College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:56 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 10

Perceptions 12

Priority Problem Statements 14

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 19

Employee Data 19

Parent/Community Data 19

Support Systems and Other Data 19

Goals 20

Goal 1 : IDEA Converse CP will increase overall achievement average for 6th -8th grade i... 21

Goal 2 : Increase student persistence 26

Goal 3 : Increase student daily attendance 31

Goal 4 : Increase staff retention 34

Goal 5 : Increase student enrollment 38

Title I Summary 40

Title I Personnel 41

Funding Summary 42

SCE Accelerated Instruction (PIC 24) 43

IDEA-B (4130) 43

State SPED (PIC 23) 43

State BESL (PIC 25) 43

Title I Parent Reservation (4120-PAR) 44

Comprehensive Needs Assessment

Demographics

Summary

IDEA Converse College Prep was established in 2021.Our mission is to become the largest producer of college graduates who use their education to make positive changes in their communities.

The current student enrollment is 386 students in grades sixth through ninth grade with an average daily attendance of 93.76%

Student Demographics of IDEA Converse College Prep is the following: 22.80% African Americans students, 59.84% Hispanic, 13% white, 1% Pacific Islander, 1% two or more races, 2% Asian. Sixty Eight point Ninety One Percent percent of students are economically disadvantaged, and sent is emergent bilingual/English Language Learners.

Converse College Prep has a full time school counselor, a full time health aide on staff, and a full time registered nurse. IDEA Converse College Prep has a 88.89 % teacher retention rate.

Strengths

We have a diverse staff on campus that reflects our student population.

We have high levels of engagement from our families and our staff.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	There is a need to increase our new to IDEA persistence as new families are choosing not to be committed year after year.	1.Lack of clear communication around IDEA's rigorous Academic model and school culture expectations during onboarding. 2. Lack of reflection on interest surveys on what keeps students at IDEA and what programs we need to consider offering.(Extra Curricular activities and clubs.
2 ★	Our overall persistence was at 86.84%. Currently we are not meeting our 90% persistence goal.	1.The behavior management system lacked clear consequences and restorative practices across grade levels 2.There was a lack of consistency following the behavior management system.

★ = Priority

Student Learning

Summary

IDEA Converse was rated an "A" campus for the 2021-2022 school year. We are currently awaiting the TEA final results for the 2023-2024 school year. Through our recent Mock Exam, we have identified several bright spots as well as areas needing improvement.

Bright Spots:

- **ELA Improvement:**
  - **8th Grade ELA:** Scores increased to 89/69/42 (67), showing a gain of +22.
  - **9th Grade ELA:** Scores improved to 91/71/26 (63), with a gain of +14.
  - **Special Education (SpED):** Ranked #3 in San Antonio for ELA.
  - **General Education (GenED):** Ranked #6 in San Antonio for ELA.
- **Math Achievement:**
  - **6th Grade Math:** Achieved scores of 90/49/11.

Growth Areas:

- **ELA:**
  - **7th Grade ELA:** Scores were 72/27/7, reflecting changes of +5/-23/-11.
- **Math:**
  - **7th Grade Math:** Scores were 61/33/15.
  - **8th Grade Algebra 1:** Scores were 61/14/4.

Overall, we increased our achievement average by 8 points from the semester exam. Our focus moving forward will be on improving Math content to match our successes in ELA.

Subject	90/60/30
6th ELA	85/53/27 AA-55
6th Math	81/30/6 AA-39
7th ELA	72/27/7 AA-35
7th Math	62/33/16 AA-34

8th ELA	89/69/42 AA-62
8th Algebra	64/14/4-AA(27)
8th Biology	97/71/28 –AA(65)
8th History	54/21/9-AA-(53)
9th ELA	91/69/28 AA-63

Strengths

Our SpED scholars #3 in San Antonio for ELA

- GenED scholars scored #6 in San Antonio for ELA

We have strong internal data tracking.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	6-9Reading and Math STAAR Approaches scores have fallen below 90%	1. Expectations regarding lesson plan quality and exit ticket expectations were not set/monitored during the Fall Semester 2. Teachers were not prioritized based on weekly student achievement data
2 ★	Our Sped scholars are struggling hitting the met the meets range in math.	1.Lack of clarity on the how SPED teachers give support in push in accommodations. 2.Lack of Resource accommodations and supports for all students who need or might benefit

★ = Priority

School Processes & Programs

Summary

At Converse, we have many school processes and curriculum support programs for students to support college for all. We offer programs such as Accelerated Reader, Math Hotspot, PE, Spanish, and RTTC(Road To And to College).

At Converse, we provide professional development to 100% of our teachers and staff through live coaching and weekly PD sessions.

We develop our instructional leaders by providing clear exemplars on coaching processes and data reviews. This in turn allows our instructional lead teams to focus teachers' attention on the key areas for excellent teaching such as: strong/clear lesson planning, tight loop coaching, and weekly coaching conversations. We have data-driven professional development targeting instructional gaps in order to address low performance observed in classroom.

We offer afterschool athletics including basketball, football, cross country, volleyball, and track. We also offer anime club after school.

Strengths

Parents rate IDEA Converse College Prep a 4.5 out of 5 on the statement "This school holds my child to high academic standards."

Parents rate IDEA Converse College Prep a 4.5 out of 5 on the statement "I receive information in a way that I can understand."

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Converse College Prep has 89% staff retention. New teachers struggled with classroom management.	Failure to create systems to ensure a productive onboarding.
2 ★	Grade level teams do not meet with consistency which leads to gaps in opportunities for collaboration.	There is a lack of clear expectations for the frequency of team meetings as well as the content that is expected to be covered.

★ = Priority

Perceptions

Summary

Perception of IDEA Converse College Prep is improving steadily each year. We have improved in consistency as it relates to solving student-to-student conflict and clarity in our academic model. IDEA Converse's attendance is currently at 93% for the 2023-2024 school year. We use our ADA Matrix to increase attendance. Conflict on our campus is addressed through restorative practices centered around our social emotional based program Move This World. Move This World helps students and teachers learn and implement essential social emotional skills that can be used in the classroom and beyond by focusing on: Self awareness- Identifying Emotions; Self Management- Managing Emotions; Social Awareness-Being Empathetic; Relationship Skills and Responsible Decision Making.

Strengths

66% of teachers believe that we are on a physically safe campus.

69% of teachers believe that they believe that they have a friend at work.

67% of students and parents would rate our services as excellent.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Families feel they have limited opportunities to be on campus during the school day to engage with their scholar.	1. Failure to provide opportunities to be on campus during the school day to engage with their scholar. 2.There is no communication around how parents can schedule opportunities to shadow their scholar for the day.
2 ★	Failure to establish consistent lines of communication to actively involve parents in their child's education, and demonstrate care and responsiveness so that families feel valued and supported.	1. We failed to provide regular updates on their child's progress, school events, and opportunities for involvement. 2 Failure to keep families informed issues that are happening on campus.(Lockdown, Lock Outs, Fire drills, Emergencies on campus).

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	6-9Reading and Math STAAR Approaches scores have fallen below 90%	1. Expectations regarding lesson plan quality and exit ticket expectations were not set/monitored during the Fall Semester 2. Teachers were not prioritized based on weekly student achievement data
2 ★	There is a need to increase our new to IDEA persistence as new families are choosing not to be committed year after year.	1.Lack of clear communication around IDEA's rigorous Academic model and school culture expectations during onboarding. 2. Lack of reflection on interest surveys on what keeps students at IDEA and what programs we need to consider offering.(Extra Curricular activities and clubs.
3 ★	Our Sped scholars are struggling hitting the met the meets range in math.	1.Lack of clarity on the how SPED teachers give support in push in accommodations. 2.Lack of Resource accommodations and supports for all students who need or might benefit
4 ★	Converse College Prep has 89% staff retention. New teachers struggled with classroom management.	Failure to create systems to ensure a productive onboarding.
5 ★	Grade level teams do not meet with consistency which leads to gaps in opportunities for collaboration.	There is a lack of clear expectations for the frequency of team meetings as well as the content that is expected to be covered.
6 ★	Failure to establish consistent lines of communication to actively involve parents in their child's education, and demonstrate care and responsiveness so that families feel valued and supported.	1. We failed to provide regular updates on their child's progress, school events, and opportunities for involvement. 2 Failure to keep families informed issues that are happening on campus.(Lockdown, Lock Outs, Fire drills, Emergencies on campus).

7 ★	Families feel they have limited opportunities to be on campus during the school day to engage with their scholar.	1. Failure to provide opportunities to be on campus during the school day to engage with their scholar. 2.There is no communication around how parents can schedule opportunities to shadow their scholar for the day.
8 ★	Our overall persistence was at 86.84%. Currently we are not meeting our 90% persistence goal.	1.The behavior management system lacked clear consequences and restorative practices across grade levels 2.There was a lack of consistency following the behavior management system.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**

Goals

Goal 1 IDEA Converse CP will increase overall achievement average for 6th -8th grade in math and reading on STAAR.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By May 2026, the percentage of scholars achieving Meets Grade Level on the Math STAAR will increase from 36% to 57%, through targeted instruction, data-driven planning, and layered intervention systems.

Evaluation Data Source: Exit Ticket data, Quiz Data , Test Data , Semester Exam Data, Mock Exam

Strategy 1

Teachers will track student performance across Domains 1-3 using the Locus dashboard, daily exit tickets, and weekly assessments. Data will be analyzed weekly to inform reteach and accelerate mastery of priority TEKS. Weekly content culture rounds will ensure alignment and monitor annotations across grade levels.

Strategy's Expected Result/Impact: Accelerated student growth through timely intervention and reteach.

Increased proficiency, Meets, and Masters performance on state assessments.

Improved teacher instructional planning and execution based on real-time student data.

Equitable access to targeted supports for SPED, EB, and struggling scholars.

Strengthened campus-wide data culture and student ownership of learning.

Staff Responsible for Monitoring: Teachers, Assistant Principals , Principals

Problem Statements: Student Learning 1

Funding Sources: 1416 Tutoring SCE Accelerated Instruction (PIC 24), $14,162.19

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

	November	March	July
Some Progress			

Strategy 2 ☑ Targeted Support Strategy

Identify "bubble students" (Approaches to Meets) using recent assessment data. Assign them to targeted small-group tutoring during the academic block or after school, led by the math interventionist. Focus on reteaching high-impact TEKS aligned to STAAR Meets expectations.

Strategy's Expected Result/Impact: Move scholars from Approaches to Meets by targeting their specific gaps in STAAR-aligned TEKS.

Reinforce high-priority standards in a low-ratio setting to increase scholar confidence, engagement, and mastery.

Maximize use of intervention time to accelerate growth before major assessments.

Increased percentage of scholars moving from Approaches to Meets on interim assessments and STAAR.

Improved exit ticket and weekly assessment scores for scholars in intervention groups.

Growth in Domain 2B (Relative Performance) for targeted subgroup

Staff Responsible for Monitoring: Principal/API

Problem Statements: Student Learning 1, 2

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide targeted intervention to HB 1416 scholars during the academic block by leveraging staff to deliver scaffolded, in-the-moment support within core instruction.

Strategy's Expected Result/Impact: Ensure HB 1416 scholars receive real-time intervention without missing core instruction.

Bridge foundational skill gaps while building access to grade-level content.

Support inclusive practices and consistent progress monitoring aligned to IAP goals.

Staff Responsible for Monitoring: Principal and API

Problem Statements: Demographics 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November | March | July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to increase our new to IDEA persistence as new families are choosing not to be committed year after year.	1.Lack of clear communication around IDEA's rigorous Academic model and school culture expectations during onboarding. 2. Lack of reflection on interest surveys on what keeps students at IDEA and what programs we need to consider offering.(Extra Curricular activities and clubs.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	6-9Reading and Math STAAR Approaches scores have fallen below 90%	1. Expectations regarding lesson plan quality and exit ticket expectations were not set/monitored during the Fall Semester 2. Teachers were not prioritized based on weekly student achievement data
2	Our Sped scholars are struggling hitting the met the meets range in math.	1.Lack of clarity on the how SPED teachers give support in push in accommodations. 2.Lack of Resource accommodations and supports for all students who need or might benefit

Performance Objective 2 ☑ HB3 Goal

60% of SPED Students attain approaches in Math and Reading STAAR by June 2026 (TEC 11.253(d)(2))

Evaluation Data Source: Exit Ticket Data , Quiz Data , Test Data, Semester Exam, Mock Exam

Strategy 1

Ensure that all Sped Scholars are receiving accommodation through tracking SPED accommodation

Strategy's Expected Result/Impact: Increase SPED students attaining approaches on the Math and Reading STAAR.

Staff Responsible for Monitoring: SPED Teacher , API , Principal

Problem Statements: Student Learning 1, 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	6-9Reading and Math STAAR Approaches scores have fallen below 90%	1. Expectations regarding lesson plan quality and exit ticket expectations were not set/monitored during the Fall Semester 2. Teachers were not prioritized based on weekly student achievement data
2	Our Sped scholars are struggling hitting the met the meets range in math.	1.Lack of clarity on the how SPED teachers give support in push in accommodations. 2.Lack of Resource accommodations and supports for all students who need or might benefit

Performance Objective 3

90% of 11th grade scholars will achieve exemption status on the TSI exam during the 25/26 SY.

Evaluation Data Source: TSI Exemption Tracker

Strategy 1

Leveraging RTTC block to prepare scholars to become TSI exempt

Strategy's Expected Result/Impact: Increase in TSI scores

Staff Responsible for Monitoring: College Counselor/Principal

Problem Statements: Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	6-9Reading and Math STAAR Approaches scores have fallen below 90%	1. Expectations regarding lesson plan quality and exit ticket expectations were not set/monitored during the Fall Semester 2. Teachers were not prioritized based on weekly student achievement data
2	Our Sped scholars are struggling hitting the met the meets range in math.	1.Lack of clarity on the how SPED teachers give support in push in accommodations. 2.Lack of Resource accommodations and supports for all students who need or might benefit

Goal 2 Increase student persistence

Performance Objective 1 ☑ High Priority

CP: 100% of schools 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))

Strategy 1

Include persistence events with timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

Strategy's Expected Result/Impact: Family engagement nights provide an opportunity for families, teachers, and students to connect and build positive relationships. When families are actively involved and feel connected to the school community, students are more likely to persist in their academic pursuits. Strong relationships foster a sense of belonging and support, which motivates students to stay committed to their education.

Problem Statements: Demographics 1, 2

Funding Sources: Family Engagement Title I Parent Reservation (4120-PAR), $1,528.58

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress		
November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to increase our new to IDEA persistence as new families are choosing not to be committed year after year.	1.Lack of clear communication around IDEA's rigorous Academic model and school culture expectations during onboarding. 2. Lack of reflection on interest surveys on what keeps students at IDEA and what programs we need to consider offering.(Extra Curricular activities and clubs.
2	Our overall persistence was at 86.84%. Currently we are not meeting our 90% persistence goal.	1.The behavior management system lacked clear consequences and restorative practices across grade levels 2.There was a lack of consistency following the behavior management system.

Performance Objective 2

100% of school will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Source: Move This World Tracker

Strategy 1

Use the Morning Meeting block to teach the Anti-Bullying and Safer, Smarter School curriculum.

Strategy's Expected Result/Impact: Ensure the completion of the curriculum.

Staff Responsible for Monitoring: Principal/API

Problem Statements: School Processes & Programs 1, 2

Title I: 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Converse College Prep has 89% staff retention. New teachers struggled with classroom management.	Failure to create systems to ensure a productive onboarding.
2	Grade level teams do not meet with consistency which leads to gaps in opportunities for collaboration.	There is a lack of clear expectations for the frequency of team meetings as well as the content that is expected to be covered.

Performance Objective 3 ☑ High Priority

By August 2026, IDEA Converse will increase NTI persistence from 76% to 88% from the 24/26 SY to the 25/26 SY driven by intentional onboarding systems and consistent student and family engagement throughout the year.

Evaluation Data Source: Re-Registration Tracker (daily updates by grade and status)

Call Logs for Incomplete Applications

Event Attendance & Completion Metrics

Strategy 1

Establish a high-touch onboarding and engagement model for NTI scholars that promotes belonging, consistent communication, and proactive academic and social-emotional support.
Launch and Monitor Onboarding Plans
Implement a 30/60/90-day onboarding experience for all NTI scholars that includes welcome calls, family meetings, and peer mentorship check-ins.Getting to Know You" Calls: Every homeroom teacher makes welcome calls by the end of Week 1 to establish rapport and gather scholar insight

Track Engagement and Attendance Trends
Use persistence trackers to monitor academic performance, attendance, and social integration of NTI scholars, identifying early warning signs and initiating interventionsMonthly Family Check-Ins: Designated staff (teacher, counselor, or ops) check in monthly with scholars flagged as high-priority for withdrawal risk. Family Contact Log (shared and updated weekly)

Strategy's Expected Result/Impact: Increased sense of belonging and connection among NTI scholars.

Reduction in mid-year withdrawals and improved scholar retention.

Stronger family investment through regular, two-way communication.

Proactive support systems that address academic or behavioral concerns before they lead to attrition.

Staff Responsible for Monitoring: Principal ,API, School Counselor

Problem Statements: Demographics 2

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Build Strong Family Partnerships & Communication Channels

Assign every NTI Family a designated point of contact for monthly proactive calls.

Host quarterly NTI Family Events (e.g., breakfast chats, game nights, student showcases) to build belonging and gather feedback.

Strategy's Expected Result/Impact: Increased sense of belonging and connection among NTI scholars.

Reduction in mid-year withdrawals and improved scholar retention.

Stronger family investment through regular, two-way communication.

Proactive support systems that address academic or behavioral concerns before they lead to attrition.

Staff Responsible for Monitoring: School Counselor, Principal, API's

Problem Statements: Perceptions 1, 2

Title I: 2.5.3

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Our overall persistence was at 86.84%. Currently we are not meeting our 90% persistence goal.	1.The behavior management system lacked clear consequences and restorative practices across grade levels 2.There was a lack of consistency following the behavior management system.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Families feel they have limited opportunities to be on campus during the school day to engage with their scholar.	1. Failure to provide opportunities to be on campus during the school day to engage with their scholar. 2.There is no communication around how parents can schedule opportunities to shadow their scholar for the day.
2	Failure to establish consistent lines of communication to actively involve parents in their child's education, and demonstrate care and responsiveness so that families feel valued and supported.	1. We failed to provide regular updates on their child's progress, school events, and opportunities for involvement. 2 Failure to keep families informed issues that are happening on campus.(Lockdown, Lock Outs, Fire drills, Emergencies on campus).

Goal 3 Increase student daily attendance

Performance Objective 1 ☑ High Priority

IDEA Converse CP will achieve a 97% annual attendance rate for the 25-26 school year

Evaluation Data Source: Daily ADA Tracker, Weekly Tracker

Next Year's Recommendation: 86

Strategy 1

Regularly track attendance data to identify trends and patterns. Analyze the data to pinpoint specific areas or grade levels where attendance rates may be lower, and tailor interventions accordingly. Use data to measure progress, identify areas for improvement, and adjust strategies as needed. Develop a system that recognizes and rewards students with excellent attendance. Consider implementing incentives such as certificates, awards, recognition events, or small prizes to encourage regular attendance.

Strategy's Expected Result/Impact: Increase ADA on all grade levels.

Problem Statements: Perceptions 1, 2

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Families feel they have limited opportunities to be on campus during the school day to engage with their scholar.	1. Failure to provide opportunities to be on campus during the school day to engage with their scholar. 2.There is no communication around how parents can schedule opportunities to shadow their scholar for the day.
2	Failure to establish consistent lines of communication to actively involve parents in their child's education, and demonstrate care and responsiveness so that families feel valued and supported.	1. We failed to provide regular updates on their child's progress, school events, and opportunities for involvement. 2 Failure to keep families informed issues that are happening on campus.(Lockdown, Lock Outs, Fire drills, Emergencies on campus).

Performance Objective 2

100% of students meet their MVPA minutes goal by incorporating methods for students to participate in moderate to vigorous physical activity by the end of the 2023-2024 school year.

Evaluation Data Source: MVPA data trackers

Strategy 1

Weekly Goal setting with individual scholars so that scholars can track their individual progress.

Strategy's Expected Result/Impact: Increase scholar participation to reach MVPA minutes

Staff Responsible for Monitoring: PE Teacher , Principal API

Problem Statements: Student Learning 1, 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	6-9Reading and Math STAAR Approaches scores have fallen below 90%	1. Expectations regarding lesson plan quality and exit ticket expectations were not set/monitored during the Fall Semester 2. Teachers were not prioritized based on weekly student achievement data
2	Our Sped scholars are struggling hitting the met the meets range in math.	1.Lack of clarity on the how SPED teachers give support in push in accommodations. 2.Lack of Resource accommodations and supports for all students who need or might benefit

Goal 4 Increase staff retention

Performance Objective 1 ☑ High Priority

CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-26 school year.

Strategy 1

Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy's Expected Result/Impact: Increase staff retention through providing support to teachers .

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Recruit and hire high quality candidates per role by using high quality resume criteria.

Strategy's Expected Result/Impact: Create a positive work environment and improve student outcomes

Staff Responsible for Monitoring: Principal API

Problem Statements: School Processes & Programs 1, 2

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Converse College Prep has 89% staff retention. New teachers struggled with classroom management.	Failure to create systems to ensure a productive onboarding.
2	Grade level teams do not meet with consistency which leads to gaps in opportunities for collaboration.	There is a lack of clear expectations for the frequency of team meetings as well as the content that is expected to be covered.

Performance Objective 2

By July 2026, IDEA Converse CP will increase teacher retention from 76% to 90% from the 24/25 SY to the 25/26 SY, through intentional culture-building, leadership development, and individualized support structures that prioritize staff voice, growth, and wellness.

Evaluation Data Source: Monthly: Track number of recognitions, participation in wellness events, and morale indicators from exit ticket feedback.

Quarterly: Analyze trends from staff culture surveys and Pulse Check responses.

Mid-Year: Conduct retention risk analysis and targeted check-ins.

End-of-Year: Compare final staff retention rate against 76% baseline; assess shifts in staff satisfaction metrics.

Biweekly: Coaching tracker with feedback trends and leadership growth reflections.

Monthly: Leadership 1:1 documentation reviewed for emerging patterns.

Quarterly: Monitor leader-to-staff retention rates and leadership bench depth.

End-of-Year: Analyze overall teacher retention, promotion rates, and leadership pipeline metrics.

Strategy 1

Strengthen Staff Culture and Recognition Systems
Tactics:
Weekly & Monthly Recognition Aligned to Core Values
Celebrate staff contributions during team huddles and campus-wide events, with recognition linked to IDEA core values, academic impact, and campus culture wins.

Wellness & Appreciation Calendar
Implement a yearlong calendar of wellness events, monthly socials, and personalized appreciation efforts (e.g., shout-outs, thank-you notes, surprise treats).

Staff Voice Integration
Administer quarterly staff surveys and lead regular "Pulse Checks" to gather feedback and adjust campus practices based on teacher input.

Strategy's Expected Result/Impact: Intended Impact:
Increased sense of value, belonging, and morale among staff.

Stronger connection between staff and campus mission/core values.

Lower burnout rates through consistent wellness prioritization.

Higher engagement and trust through visible response to staff feedback.

Staff Responsible for Monitoring: Principal, School Counselor, API

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Moderate Progress			

Strategy 2

Develop and Empower Leaders to Retain and Grow Talent

Tactics:
Leadership Coaching Cycles
Implement biweekly coaching for teacher-leaders, GTLs, and new leaders focused on feedback delivery, team culture, and instructional leadership using the School Leadership Levers (SLLs).

Professional Growth Pathways
Create clear leadership development tracks (e.g., GTL to API) with aligned stretch opportunities, PD sessions, and project-based leadership experiences.

Retention-Focused Check-Ins
Conduct monthly 1:1s between leaders and direct reports with guided questions focused on staff satisfaction, workload balance, and growth opportunities.

Strategy's Expected Result/Impact: Increased investment and retention among mid-level leaders through targeted development.

Teachers experience stronger support from confident, consistent leadership.

Higher engagement and clarity around growth potential within IDEA.

Stronger sense of staff agency and connection to campus leadership vision.

Staff Responsible for Monitoring: Principals and API's

Problem Statements: School Processes & Programs 1, 2

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Converse College Prep has 89% staff retention. New teachers struggled with classroom management.	Failure to create systems to ensure a productive onboarding.
2	Grade level teams do not meet with consistency which leads to gaps in opportunities for collaboration.	There is a lack of clear expectations for the frequency of team meetings as well as the content that is expected to be covered.

Goal 5 Increase student enrollment

Performance Objective 1 ☑ High Priority

Ensure 100% of new-to-IDEA offers have fully registered by the first day of school and completed onboarding.

Strategy 1

Provide consistent opportunities for new student registration and onboarding.

Strategy's Expected Result/Impact: 100% completion

Staff Responsible for Monitoring: Principal and APO

Problem Statements: Demographics 1, 2

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to increase our new to IDEA persistence as new families are choosing not to be committed year after year.	1.Lack of clear communication around IDEA's rigorous Academic model and school culture expectations during onboarding. 2. Lack of reflection on interest surveys on what keeps students at IDEA and what programs we need to consider offering.(Extra Curricular activities and clubs.
2	Our overall persistence was at 86.84%. Currently we are not meeting our 90% persistence goal.	1.The behavior management system lacked clear consequences and restorative practices across grade levels 2.There was a lack of consistency following the behavior management system.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
BRYANNA MAXINE Godinez	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	1416 Tutoring	--	$14,162.19
				Sub-Total	$14,162.19
				Budgeted Fund Source Amount	$24,673.39
				+/- Difference	**$10,511.20**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,334.14
				+/- Difference	**$6,334.14**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$9,782.92
				+/- Difference	**$9,782.92**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,919.83
				+/- Difference	**$2,919.83**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Family Engagement	--	$1,528.58
				Sub-Total	$1,528.58
				Budgeted Fund Source Amount	$1,687.94
				+/- Difference	**$159.36**

IDEA Public Schools



Donna Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:24 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 17

Goals 18

Goal 1 : Increase Student Engagement and Culture 19

Goal 2 : Decrease Chronic Absenteeism in K-5th 22

Goal 3 : Increase Student Persistence 25

Goal 4 : Increase Student Achievement in ELA/Math 30

Goal 5 : Increase Staff Retention 36

Title I Summary 40

Title I Personnel 41

Comprehensive Needs Assessment

Demographics

Summary

The school serves a total of 724 students from Kinder through 5th grade, with the largest enrollment in 5th grade (133 students) and the smallest in Kinder (82 students). The student population is predominantly Hispanic (692 students), making up approximately 96% of the total enrollment, with smaller groups including White (28), Black (3), and American Indian (1) students. The gender distribution is balanced, with 383 females and 341 males. All students (724) are identified as economically disadvantaged, and the school qualifies as a Title I campus (744 students). Special programs serve various needs, including 90 students in Special Education, 18 receiving 504 services, 11 with dyslexia, and 17 identified as immigrants. Additionally, there are 4 migrant students and 9 military-connected students. There are no students currently identified as homeless or in foster care.

Strengths

Strong and stable enrollment across all grade levels (2–5). Except Kinder and 1st Grade
Predominantly Hispanic population supports rich cultural and bilingual programming.
Balanced gender distribution encourages equitable participation.
Comprehensive support services for Special Education
504, dyslexia, immigrant, migrant, and military-connected students.

100% Economically Disadvantaged and Title I designation provides access to add itional resources and interventions.
No students in foster care or experiencing homelessness, indicating community stability.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Insufficient early intervention limits support for academic and learning needs.	Inconsistent of delayed identification of academic or behavioral concerns in early grades
2 ★	Limited background knowledge create gaps in student achievement.	Curriculum pacing prioritizes coverage over depth, leaving limited time for conceptual development
3 ★	Low family engagement affects collaboration and student success.	School events or engagement activities are not accessible due to scheduling, or transportation

★ = Priority

Student Learning

Strengths

Teacher collaboration, more writing: getting familiar with samples for other content.

Concrete pictorial and abstract, EB support with anchor charts (in Spanish) – Math

Students are exposed to open ended questions and are answering in complete sentences.

Share outs, modeling releasing, resetting are happening in the classroom.

Practice talking in complete sentences

Tutoring intentionally with writing

PE goal met- teacher support!

EB support with anchor charts in Spanish

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students are learning differently in each grade level due to not having aligned curriculum across grade levels.	Teachers have not had enough opportunities to vertically align curriculum as a content group to strategize.
2 ★	Minimal student progress is reflected in STAAR.	Instruction lacks rigor due to focusing only on the curriculum provided, teachers not knowing how to support special pop students or lack of collaboration.

★ = Priority

School Processes & Programs

Summary

Using the Get Rubric Data (Guidepost 1A, 1B, 2, 3, 4 & 5) to identify strengths, probl ems and root causes.

At IDEA Donna Academy the school implements the GET Rubric along with other mechanisms to better support our teachers which in return, support our students.

Strengths

Culture- Family Events, Common Goals, Culture Days, Beyond the Lesson, Communication with other stakeholders, documented supports, grade submission, setting expectations, BOY PD (day by day/minute by minute)
2. **Grade Level Mastery**-rigor of the content, lesson planning,
3. **Student Feedback** – teacher driven, tracking systems
4. All teachers above proficient
5. Feedback from API's

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Teachers are focusing on the curriculum provided only and do not adjust accordingly to meet student needs.	Teachers are trained to follow curriculum and are not pushing student thinking to write, debate or add on.
2 ★	Curriculum is not aligned across grade levels for content	Teachers have been given limited time to meet as a content group to collaborate with each other to help build background knowledge.

★ = Priority

Perceptions

Summary

This year, the campus faced challenges related to family retention, staff morale, and operational capacity. While there were small gains in ADA, stakeholder feedback revealed systemic gaps:

Parents are leaving the campus due to a lack of extracurricular programs, celebrations, and clear incentives to stay.
Teachers are feeling overwhelmed and unsupported due to minimal substitute coverage, inconsistent communication about absences, and a general lack of recognition and role clarity.
Student attendance interventions lack enforcement without a truancy officer or effective systems, limiting their impact.
Staff dissatisfaction (AEES 68%) reflects a deeper need for consistent systems, equit able support, and a culture of appreciation.

Strengths

This year, the campus faced challenges related to family retention, staff morale, and operational capacity. While there were small gains in ADA, stakeholder feedback revealed systemic gaps:

Parents are leaving the campus due to a lack of extracurricular programs, celebrations, and clear incentives to stay.
Teachers are feeling overwhelmed and unsupported due to minimal substitute coverage, inconsistent communication about absences, and a general lack of recognition and role clarity.
Student attendance interventions lack enforcement without a truancy officer or effective systems, limiting their impact.
Staff dissatisfaction (AEES 68%) reflects a deeper need for consistent systems, equit able support, and a culture of appreciation.

Without addressing these root causes, the school risks further enrollment drops, continued morale decline, and widening instructional gaps due to operational breakdowns.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Problem Statement #1: Despite efforts to boost enrollment and attendance, a lack of engaging extracurricular programs and student recognition opportunities is driving families to enroll in other schools that offer sports, GT programs, and community-building events. This has contributed to low K-2 enrollment and stagnation in parent engagement.	Lack of competitive extracurriculars, recognitions, and family-inclusive events. Other schools offer sports, GT programs, electives, and community partnerships (e.g., Boys & Girls Club) that IDEA currently lacks or underutilizes. No quarterly or regular celebrations are in place, reducing family connection and student motivation. No PTA or parent-led structures to consistently involve family
2 ★	The campus is experiencing low staff morale (AEES score 68%) due to a shortage of substitutes, unclear absence policies, and a lack of recognition and support.	Ongoing issues with teacher workload, inequity in support, and lack of substitute coverage.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Insufficient early intervention limits support for academic and learning needs.	Inconsistent of delayed identification of academic or behavioral concerns in early grades
2 ★	Limited background knowledge create gaps in student achievement.	Curriculum pacing prioritizes coverage over depth, leaving limited time for conceptual development
3 ★	Low family engagement affects collaboration and student success.	School events or engagement activities are not accessible due to scheduling, or transportation
4 ★	Students are learning differently in each grade level due to not having aligned curriculum across grade levels.	Teachers have not had enough opportunities to vertically align curriculum as a content group to strategize.
5 ★	Minimal student progress is reflected in STAAR.	Instruction lacks rigor due to focusing only on the curriculum provided, teachers not knowing how to support special pop students or lack of collaboration.
6 ★	Curriculum is not aligned across grade levels for content	Teachers have been given limited time to meet as a content group to collaborate with each other to help build background knowledge.

7 ★	Problem Statement #1: Despite efforts to boost enrollment and attendance, a lack of engaging extracurricular programs and student recognition opportunities is driving families to enroll in other schools that offer sports, GT programs, and community-building events. This has contributed to low K-2 enrollment and stagnation in parent engagement.	Lack of competitive extracurriculars, recognitions, and family-inclusive events. Other schools offer sports, GT programs, electives, and community partnerships (e.g., Boys & Girls Club) that IDEA currently lacks or underutilizes. No quarterly or regular celebrations are in place, reducing family connection and student motivation. No PTA or parent-led structures to consistently involve family
8 ★	The campus is experiencing low staff morale (AEES score 68%) due to a shortage of substitutes, unclear absence policies, and a lack of recognition and support.	Ongoing issues with teacher workload, inequity in support, and lack of substitute coverage.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**

Student Data: Assessments

- [x] **State and federally required assessment information**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Goals

Goal 1 Increase Student Engagement and Culture

Performance Objective 1 ☑ High Priority

100% Compliance with Title 1 Family Engagement requirements

Evaluation Data Source: Title 1 Crate submissions

Strategy 1

Planning and Implementing Events that showcase student achievement and progress.
1. Prioritizing event communication and access to event information

Strategy's Expected Result/Impact: Building a Positive School Culture

Staff Responsible for Monitoring: Teachers, Staff and Leaders

Problem Statements: Demographics 3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November | March | July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Low family engagement affects collaboration and student success.	School events or engagement activities are not accessible due to scheduling, or transportation

Performance Objective 2 ☑ High Priority

95% of Teachers will use BRS on PBIS with fidelity

Evaluation Data Source: PBIS System

Strategy 1

100% of Teachers will be trained by BOY PD

Problem Statements: Demographics 3 - Perceptions 1

Formative Reviews

November	March	July
Accomplished	Accomplished	

Strategy 2

Campus will award at least 3500 PBIS points per week

Strategy's Expected Result/Impact: Create a Positive School Culture

Staff Responsible for Monitoring: All Staff and Brianda Martinez and Angela Cantu

Problem Statements: Demographics 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Accomplished	Accomplished	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Low family engagement affects collaboration and student success.	School events or engagement activities are not accessible due to scheduling, or transportation

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Problem Statement #1: Despite efforts to boost enrollment and attendance, a lack of engaging extracurricular programs and student recognition opportunities is driving families to enroll in other schools that offer sports, GT programs, and community-building events. This has contributed to low K-2 enrollment and stagnation in parent engagement.	Lack of competitive extracurriculars, recognitions, and family-inclusive events. Other schools offer sports, GT programs, electives, and community partnerships (e.g., Boys & Girls Club) that IDEA currently lacks or underutilizes. No quarterly or regular celebrations are in place, reducing family connection and student motivation. No PTA or parent-led structures to consistently involve family

Goal 2 Decrease Chronic Absenteeism in K-5th

Performance Objective 1 ☑ High Priority

Decrease chronic absenteeism by 2% for 3rd-5th

Evaluation Data Source: Power School

Strategy 1

Communicate with parents the importance of attendance as it relates to academic growth and child development.
1. Individual parent letters. visits, and/or conferences

Strategy's Expected Result/Impact: Parents will understand the importance of attendance as it relates to academic growth and child development.

Staff Responsible for Monitoring: Alberto Castillo, Lead Team, and Grade Team leaders

Problem Statements: Demographics 3

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Low family engagement affects collaboration and student success.	School events or engagement activities are not accessible due to scheduling, or transportation

Performance Objective 2 ☑ High Priority

IDEA Donna Academy will achieve a 96.3% annual attendance rate by EOY

Evaluation Data Source: PowerSchool

Strategy 1

Communicate with parents the importance of attendance as it relates to academic growth and development
1. Individual parent letters, calls and/or conferences
2. Principal Meetings
3. Parent Weekly

Strategy's Expected Result/Impact: Parents will understand the importance of attendance and the impact on student achievement

Staff Responsible for Monitoring: Teachers, Assistant Principal of Instruction, Assistant Principal of Operations, social worker, counselor and Principal

Problem Statements: Demographics 1 - Perceptions 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Considerable Progress			

Strategy 2

Implement ADA Huddles Daily

Strategy's Expected Result/Impact: Decrease Chronic Absenteeism that will lead to increase student achievement

Staff Responsible for Monitoring: Teachers, Leadership Team

Problem Statements: Demographics 1, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Insufficient early intervention limits support for academic and learning needs.	Inconsistent of delayed identification of academic or behavioral concerns in early grades
3	Low family engagement affects collaboration and student success.	School events or engagement activities are not accessible due to scheduling, or transportation

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Problem Statement #1: Despite efforts to boost enrollment and attendance, a lack of engaging extracurricular programs and student recognition opportunities is driving families to enroll in other schools that offer sports, GT programs, and community-building events. This has contributed to low K-2 enrollment and stagnation in parent engagement.	Lack of competitive extracurriculars, recognitions, and family-inclusive events. Other schools offer sports, GT programs, electives, and community partnerships (e.g., Boys & Girls Club) that IDEA currently lacks or underutilizes. No quarterly or regular celebrations are in place, reducing family connection and student motivation. No PTA or parent-led structures to consistently involve family

Goal 3 Increase Student Persistence

Performance Objective 1 ☑ High Priority

Academy receive a score of proficient or higher on the campus safety scorecard for the 2025- 26 school year

Evaluation Data Source: Power BI

Strategy 1

Conduct trainings and monthly practice for lockdowns, fire drills and other emergency situations using the standard response protocol

Strategy's Expected Result/Impact:
Full understanding of the different standard response protocols/be prepared during an emergency situation

Staff Responsible for Monitoring: Facilities Manager, Assistant Principal of Operations

Problem Statements: Demographics 3 - Perceptions 2

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	July
✓ Accomplished	✓ Accomplished	

Strategy 2

Schedule and Implement monthly Crisis Team Meetings

Strategy's Expected Result/Impact: Full understanding of the Standard Response Protocol, safe school culture

Staff Responsible for Monitoring: Facilities manager, Assistant Principal of Operations

Problem Statements: Perceptions 2

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Low family engagement affects collaboration and student success.	School events or engagement activities are not accessible due to scheduling, or transportation

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	The campus is experiencing low staff morale (AEES score 68%) due to a shortage of substitutes, unclear absence policies, and a lack of recognition and support.	Ongoing issues with teacher workload, inequity in support, and lack of substitute coverage.

Performance Objective 2 ☑ High Priority

IDEA Donna 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.

Required Strategy: timely communication to families regarding school events to promote family engagement and attendance.

Evaluation Data Source: Title one Crate

Strategy 1

Build strong partnerships with parents through phone calls from leaders/teachers to follow up on the communication for all campus events

Strategy's Expected Result/Impact: Increase parent investment and participation

Staff Responsible for Monitoring: Teachers, Assistant Principals, Counselor, Social Worker and Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Invest parents in child's academic progress by sending personalized invitations to events such

as curriculum night, Open house-report card night, parent conferences, meet the teacher

Strategy's Expected Result/Impact: Building partnership with parents leading to student success

Staff Responsible for Monitoring: Teachers, Assistant Principals and Principal

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 3

IDEA Donna Academy will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar.
Required strategy: Implementation of Move this World

Strategy 1

Implementation of Anti-bullying Curriculum during Culture camp during BOY

Strategy's Expected Result/Impact: To create a culture of safety

Staff Responsible for Monitoring: Teachers, Assistant Principals, Counselor and Social Worker

Problem Statements: Demographics 1, 2

Formative Reviews

Accomplished Accomplished

November **March** **July**

Strategy 2

Implementation of safer smarter schools on BOY (week 2)

Strategy's Expected Result/Impact: Make safety a priority

Staff Responsible for Monitoring: Counselor and Social Worker

Problem Statements: Demographics 3 - Perceptions 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Accomplished Accomplished

November **March** **July**

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Insufficient early intervention limits support for academic and learning needs.	Inconsistent of delayed identification of academic or behavioral concerns in early grades
2	Limited background knowledge create gaps in student achievement.	Curriculum pacing prioritizes coverage over depth, leaving limited time for conceptual development
3	Low family engagement affects collaboration and student success.	School events or engagement activities are not accessible due to scheduling, or transportation

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Problem Statement #1: Despite efforts to boost enrollment and attendance, a lack of engaging extracurricular programs and student recognition opportunities is driving families to enroll in other schools that offer sports, GT programs, and community-building events. This has contributed to low K-2 enrollment and stagnation in parent engagement.	Lack of competitive extracurriculars, recognitions, and family-inclusive events. Other schools offer sports, GT programs, electives, and community partnerships (e.g., Boys & Girls Club) that IDEA currently lacks or underutilizes. No quarterly or regular celebrations are in place, reducing family connection and student motivation. No PTA or parent-led structures to consistently involve family

Performance Objective 4

90% of Scholars will persist at IDEA Academy Donna

Strategy 1

K-5th will engage families by implementing at least one persistence event per semester.

Strategy's Expected Result/Impact: 80% of parents will participate on grade level events

Staff Responsible for Monitoring: APIs, APO, School Counselor and Social Worker

Problem Statements: Demographics 3

Formative Reviews

No Progress

November	March	July

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Low family engagement affects collaboration and student success.	School events or engagement activities are not accessible due to scheduling, or transportation

Goal 4 Increase Student Achievement in ELA/Math

Performance Objective 1

Increase student "Meets' in ELA and Math by 7% in 3rd-5th STAAR Overall

Strategy 1

Provide differentiated instruction in Meets and Masters groups through enrichment activities, small group intervention, after-school tutoring.

Strategy's Expected Result/Impact: Meets and Masters will increase by 5% in 3rd-5th grade

Staff Responsible for Monitoring: Teachers, Instructional Coach and Principal

Problem Statements: Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Implementation of Reding180 to provide evidence-based practices to deliver high impact interventions

Strategy's Expected Result/Impact: Closing reading gaps through small group instruction

Staff Responsible for Monitoring: Critical Student Intervention, API

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

Increase opportunities for teacher development by implementing Reading/Math alignment meetings 4 times per school year

Strategy's Expected Result/Impact: Closing reading gaps through vertical alignment meetings

Staff Responsible for Monitoring: Content Leaders, Assistant Principals and Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Strategy 4

100% of identified scholars meet required minutes per House Bill 1416

Strategy's Expected Result/Impact: Increase overall performance for reading and math

Staff Responsible for Monitoring: Teachers, Assistant Principals

Problem Statements: Demographics 2 - Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Accomplished	Accomplished	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Limited background knowledge create gaps in student achievement.	Curriculum pacing prioritizes coverage over depth, leaving limited time for conceptual development

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are learning differently in each grade level due to not having aligned curriculum across grade levels.	Teachers have not had enough opportunities to vertically align curriculum as a content group to strategize.
2	Minimal student progress is reflected in STAAR.	Instruction lacks rigor due to focusing only on the curriculum provided, teachers not knowing how to support special pop students or lack of collaboration.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Curriculum is not aligned across grade levels for content	Teachers have been given limited time to meet as a content group to collaborate with each other to help build background knowledge.

Performance Objective 2 ☑ High Priority

Increase DIBELS growth by 10% by EOY

Evaluation Data Source: DIBELS EOY testing

Strategy 1

API will provide feedback to Teacher and Co Teachers on interventions internalization

Problem Statements: Student Learning 1 - School Processes & Programs 2 - Perceptions 2

Formative Reviews

Moderate Progress

November March July

Strategy 2

Consistent small group interventions, that target foundational skills

Strategy's Expected Result/Impact: Increase scores for foundational skills, phonemic awareness, decoding, fluency and reading comprehension

Staff Responsible for Monitoring: Instructional Coaches and Grade Team Leaders

Formative Reviews

Moderate Progress

November March July

Strategy 3

Teachers and Co Teachers will attend practice clinics x1 week

Strategy's Expected Result/Impact: Alignment and rigor of Small Group Interventions

Staff Responsible for Monitoring: Assistant Principal of Instruction and Grade Team Leaders

Problem Statements: Student Learning 1

Formative Reviews

Moderate Progress

November March July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are learning differently in each grade level due to not having aligned curriculum across grade levels.	Teachers have not had enough opportunities to vertically align curriculum as a content group to strategize.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Curriculum is not aligned across grade levels for content	Teachers have been given limited time to meet as a content group to collaborate with each other to help build background knowledge.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	The campus is experiencing low staff morale (AEES score 68%) due to a shortage of substitutes, unclear absence policies, and a lack of recognition and support.	Ongoing issues with teacher workload, inequity in support, and lack of substitute coverage.

Performance Objective 3 ☑ HB3 Goal

At least 43% of scholars who did not pass STAAR Math and Reading in 4th and 5th grade will earn an approaches or higher

Evaluation Data Source: STAAR Math and STAAR reading, Exit ticket tracker, and internal assessments

Strategy 1

HB1416 Minutes provided through Tutoring and small group interventions

Strategy's Expected Result/Impact: Building a strong foundation for all students, increasing student achievement

Staff Responsible for Monitoring: Teachers and Instructional Leaders

Problem Statements: Demographics 2 - Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Accomplished	Accomplished	

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Limited background knowledge create gaps in student achievement.	Curriculum pacing prioritizes coverage over depth, leaving limited time for conceptual development

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Minimal student progress is reflected in STAAR.	Instruction lacks rigor due to focusing only on the curriculum provided, teachers not knowing how to support special pop students or lack of collaboration.

Goal 5 Increase Staff Retention

Performance Objective 1 ☑ High Priority

90% of Teacher will be rated proficient on Guide Post 2 by EOY

Evaluation Data Source: Teachboost

Strategy 1

Provide opportunities for development through weekly observations 2A, Coaching 2B and Follow up to Mastery 2C
1. Leaders manage time and task/ Calendar reflect the full coaching cycle
2. Implement the full coaching cycle

Strategy's Expected Result/Impact: Teachers feel valued and supported, teachers grow professionally, impact will benefit student achievement

Staff Responsible for Monitoring: Assistant Principals of Instruction and Principal

Problem Statements: Student Learning 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Build strong partnerships with Talent Partners and collaborate on opportunities for campus to host Meet and Greets/Campus Tours for candidates and other activities that will attract qualified candidates

Strategy's Expected Result/Impact: Opportunity to Network, build relationships with candidates and promote our campus

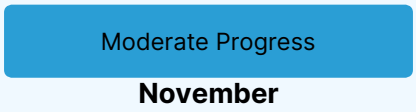
Staff Responsible for Monitoring: Assistant Principals of Instruction and Principal

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are learning differently in each grade level due to not having aligned curriculum across grade levels.	Teachers have not had enough opportunities to vertically align curriculum as a content group to strategize.
2	Minimal student progress is reflected in STAAR.	Instruction lacks rigor due to focusing only on the curriculum provided, teachers not knowing how to support special pop students or lack of collaboration.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	The campus is experiencing low staff morale (AEES score 68%) due to a shortage of substitutes, unclear absence policies, and a lack of recognition and support.	Ongoing issues with teacher workload, inequity in support, and lack of substitute coverage.

Performance Objective 2

100% of GTLs will implement MTSS meeting structures

Strategy 1

All GTLs schedule and Implement MTSS Meetings bi-weekly

Strategy's Expected Result/Impact: Increasing student achievement through layers of support

Staff Responsible for Monitoring: All Teachers, Assistant Principal of Instruction, Assistant Principal of Operations, Counselor, Social Worker and Principal

Problem Statements: Demographics 1 - Student Learning 1

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November | March | July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Insufficient early intervention limits support for academic and learning needs.	Inconsistent of delayed identification of academic or behavioral concerns in early grades

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are learning differently in each grade level due to not having aligned curriculum across grade levels.	Teachers have not had enough opportunities to vertically align curriculum as a content group to strategize.

Performance Objective 3

100% of Teachers and Leaders will complete the Staff Development Cycle

Evaluation Data Source: Goal Setting, 2x2 and APR

Strategy 1

Build strong relationships with staff members
1. Weekly check-ins with instructional coaches
2. Principal chats with all staff members: Conducts touch points, temperature checks and or Listening Tours

Strategy's Expected Result/Impact: Staff Feels valued, increasing staff satisfaction

Staff Responsible for Monitoring: Managers-Assistant Principals of Instruction and Principal

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

November March July

Strategy 2

Provide opportunities for teacher recognition and to promote growth
1. Weekly recognition through the teacher Newsletter
2. Monthly Celebrations for Teacher and Co teacher of the Month, culture and content awards
3. Opportunities for teachers to have leadership roles

Strategy's Expected Result/Impact: Positive School Culture and to increase staff retention

Staff Responsible for Monitoring: Instructional Leaders and Principal

Problem Statements: Perceptions 2

Formative Reviews

Considerable Progress

November March July

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	The campus is experiencing low staff morale (AEES score 68%) due to a shortage of substitutes, unclear absence policies, and a lack of recognition and support.	Ongoing issues with teacher workload, inequity in support, and lack of substitute coverage.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALEXIS NICOLE SUAREZ	COTEACHER	School-wide Program	1
ASHLEY GARZA	TEACHER - INTERVENTIONIST	School-wide Program	1
JAZMIN VILLARREAL	TEACHER - INTERVENTIONIST	School-wide Program	1
JULIAN SILVERIO RAMOS	COTEACHER	School-wide Program	1
MAGDALENA C LEAL	COTEACHER	School-wide Program	1
PAOLA BARRERA	COTEACHER	School-wide Program	1
STEPHANIE Nicole SEGURA	COTEACHER	School-wide Program	1

IDEA Public Schools



Donna College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:24 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 11

Perceptions 13

Priority Problem Statements 16

Data Documentation for CNA 19

Improvement Planning Data 20

Accountability Data 20

Student Data: Assessments 20

Student Data: Student Groups 20

Student Data: Behavior and Other Indicators 21

Employee Data 21

Parent/Community Data 21

Goals 22

Goal 1 : Increase staff retention 23

Goal 2 : Increase college access and readiness 27

Goal 3 : Increase student persistence 32

Goal 4 : Decrease chronic absenteeism 35

Goal 5 : Increase OTG rate 39

Title I Summary 42

Title I Personnel 43

Comprehensive Needs Assessment

Demographics

Summary

IDEA Donna College Preparatory is the Flagship campus of IDEA Public Schools and serves 6th–12th grade with approximately 820 students. As the founding school of IDEA Public Schools, we hold a unique place in our network's history and identity. Established in 2000 in a small church, our school was built on the vision of getting every student to and through college. That mission remains central to everything we do. Many of our families choose to attend IDEA Donna because of our deep roots in the community and long-standing tradition of academic excellence. We offer a wide range of academic and enrichment programs designed to meet the needs of our diverse student body. Our school participates in UIL athletics as part of Class 31-3A and 21-4A divisions. With about 468 of our students identified as Emergent Bilingual/ESL learners, we are committed to providing strong language development supports alongside rigorous academic instruction. Students in grades 8–10 can explore our five Career and Technical Education (CTE) pathways, with more courses being added in the upcoming school year to expand workforce readiness. Our 11th and 12th graders focus on advanced academics through the International Baccalaureate (IB) Diploma Programme after challenging in 9th and 10th a robust selection of AP courses. Beyond the classroom, students can participate in UIL athletics and a variety of enrichment opportunities through our 21st Century afterschool programs. Through these offerings, we aim to support the whole child while staying true to our mission of college success for every student.

Since our first graduating class in 2007, we have graduated 100% of our seniors and 100% have matriculated into the college of their choice. Our first IB graduating class graduated in 2011 and the college matriculation and retention of our IB graduates exceeds state and national averages for low-income, Hispanic and first-generation demographics. Approximately 75% of our graduates are first generation college students and 96% qualify for free and reduced lunch.

IDEA College Preparatory is a free, open-enrolment, public charter school serving a predominantly low socio-economic community where exposures to high quality academic opportunities are scarce. Oftentimes our families have not experienced anything outside of our community and there is a lack of college and university awareness. That is why, IDEA Public Schools was created to help combat some of the major educational deficiencies in the students of Donna, Texas and the surrounding areas. The promise of IDEA to the community it serves is College for All, no matter the zip code and socio-economic status of the family. Through quality curriculum implementation, college preparedness and awareness, IDEA College Preparatory has been able to fulfil that promise to our approximate 850 graduates since 2007.

At IDEA College Preparatory, all grade 11 and grade 12 students, regardless of ethnicity, academic history, or economic background are IB Diploma Programme Candidates. Challenging the IB courses will prepare students to persist and succeed at the four-year university of their choice. Through IB coursework, students master necessary skills for collegiate success that they would not otherwise receive at the public school system they belong to. Our district is quickly expanding across Texas, Louisiana and soon Florida and Ohio. By 2026, IDEA Public Schools will operate 170 schools in ten regions and impacting 100,000 students on their road to and through college. Not only is IDEA College Preparatory the Flagship district campus, we are also the Flagship IB programme. Since our last evaluation, 4 additional IDEA campuses have implemented the IB Diploma Programme for all students because of the success of our graduates at the college level. There are two additional schools in the Rio Grande Valley that offer the IB programme, but students are required to apply, interview, master a set of required assessments and pay to qualify for the program. The access that IDEA College Preparatory provides for the students of the Rio Grande Valley community is incomparable and one of a kind.

Our campus student demographics indicate that we have a steady balance between male and female students with approximately 56% of our student population identifying as female and 46% identifying as male. Over 90% of our student body indicated that they are of Hispanic descent in their initial registration. Of those 750+ students, 70+ are enrolled in our Special Education programming receiving high quality instruction from Special Education certified teachers in addition to their general education teachers.

At IDEA Donna, our 2024-2025 senior demographics consist of 76 seniors with 45 being female, and 31 being male. Among these students, 54 seniors will matriculate into a 4-year university (75%), 18 will matriculate into a 2-year university (25%), 2 students have enlisted in our military program. From the 72 students attending a college/university, 12 students will matriculate to a Top Tier ½ university (17%) and 48 students (67%) are receiving Federal funding for their education. This group of students reflects our school's commitment to our student's success.

In order to accomplish our goals, we remain committed to ensuring we hire and retain high quality staff. For the last 8 years, we have been able to maintain on average 90% of our staff year after year. While we have experienced some staffing changes and "right-sizing", we have ensured that the quality of instruction has not been negatively impacted by the shifts.

Strengths

We have multiple strengths stemming from ur academic programming to our extra curricular activities.

Firstly, our athletic program has numerous district distinctions for our student athletes to be recognized in the UIL All Academic Teams. We offer a myriad of team sport options such as basketball, volleyball, soccer, baseball, softball, and track.

Another one of our greatest demographic strengths is the diversity and resilience of our student body. Approximately 50% of our students are Emergent Bilinguals, and this has translated into strong performance and high engagement in our Spanish language programs. Students excel in courses such as Spanish I–III, AP Spanish Language, AP Spanish Literature, and IB Spanish, demonstrating both linguistic and cultural strengths that enrich our academic environment. Another notable strength is the deep sense of legacy and community among our families. A significant number of our students have older siblings who attended or graduated from IDEA Donna. This connection creates a strong familial investment in our mission and fosters multi-generational trust in the quality of our education.

In addition, due to our rigorous course offerings, our students are able to learn knowledge and skills necessary to persist through college and beyond. At ICP Donna, we have the highest 4-6 year college graduation rate in the network and this is in large part due to the learning experience that we offer our students starting as early as 8th grade. Our senior class has 89% first generation students and access to our school programs which further opens opportunities to students in our community as they defy the odds despite the zip code that they live in.

Our data demonstrates a strong track record for results which are informed by college culture/match fit conversations, student interests, local college/universities allowing students to pursue education in their backyard and financial Assistance encouraged students to attend college at little to no cost.

One of our special program offerings known as CSI in our district provides an opportunity to our first year to our country students to receive tailored instruction based on their current comprehension skills which is assessed on an internal assessment known as RenStar. Our goal is to have 50% of CSI students grow 2 years from where started and this year 86% of CSI students met their growth goal.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	We do not consistently meet our 90% student persistence goal which is at times cited by our leavers due to our rigorous academic programming.	Improved, consistent and early communication about education for students and families about the long-term benefits of the IB program, including how it supports college admissions, scholarship opportunities, and academic preparedness to foster a mindset and academic supports in 9th and 10th grade to build confidence and readiness before entering IB.
2	We do not consistently meet our 90% student persistence goal which is at times cited by our leavers due to student culture and expectations.	The school does not yet have a fully developed onboarding and support system specifically designed for high-need transfer students. This includes gaps in SEL (Social-Emotional Learning) intervention structures, restorative practices, mentorship, and family engagement for students entering with behavioral, attendance, or home stability challenges.
3 ★	We do not consistently meet our 90% student persistence goal which is at times cited by our leavers due to lack of language acquisition.	Not all teachers have the academic or resources to support students who are below grade level. The lack of differentiated instruction practices does not allow for all students in the cohort to benefit from the instruction presented.
4	Our senior/graduating classes are beginning to show more and more interest in trade schools versus 4 year universities.	Students are not deeply invested in higher education due to lack of knowledge of its benefits.

★ = Priority

Student Learning

Summary

At IDEA Donna College Preparatory, student achievement data shows mixed progress across grade levels and subject areas, with notable strengths in language acquisition with only 9% of TELPAS students at beginning, 38% intermediate, 39% advanced, and 12% advanced high. Some areas for growth in core tested subjects, especially in upper-grade English and 8th Social Studies. Overall, students demonstrate stronger performance on local assessments and final exams than on state assessments, highlighting a need to bridge the gap between classroom instruction and STAAR rigor.

In Reading Language Arts (RLA), STAAR outcomes suggest varied levels of proficiency. For example, 6th grade RLA showed 68% approached, with 42% meeting and 24% mastering—indicating early gains. However, performance in upper grades declined: 9th grade RLA saw 56% approach and only 4% students reach mastery, while 10th grade RLA had 70/50/4 in STAAR outcomes. These numbers show a consistent pattern of stronger participation and partial proficiency, but limited mastery especially at higher grades.

In 8th grade Social Studies, only 19% of 138 students were at meets, and 8% mastered it—reflecting a need for content re-teaching or instructional shifts. 8th grade RLA STAAR results showed 76/56/27, suggesting stronger middle school performance than in high school ELA.

In non-core subjects like PE and CTE, participation is strong, but performance varies. For example, 9th grade PE had only 48% of students meeting the IHT MVPA Minimum, suggesting a need to increase engagement or adjust curriculum pacing. CTE and enrichment classes like AV Tech and Business Principles showed strong final exam participation, but final exam data ranged in the high 80s for all sections.

One challenge reflected in this data is a consistent drop-off in performance from mock exams to STAAR, especially in RLA and Social Studies. This could be tied to student test-taking stamina, rigor alignment, or instructional calibration. However, addressing the performance gaps in RLA and Social Studies—especially in grades 8–10—will be key to closing academic gaps and improving college readiness.

In AP, we have strategically increased the AP course offerings to give students the opportunity to become AP scholars by their 10th grade year. The Class of 2024 finished with 23% AP Scholars, Class of 2025 finished with 18% AP Scholars and the Class of 2026 is on track to be at 25% AP Scholar after this testing season. The class of 2027 finished their freshmen year with 47% of our students passing 1 AP course and is on track to have 30% pass at least 2 AP courses. A big priority for our students is ensuring that they are CCMR accounted. We prioritize by passing AP, IB, ACT and the TSI. We track our student performance and ensure that each student receives the support they need to reach this goal.

Our IB programme challenges our students to be academically ready with knowledge and skills necessary for college success. This year, we incorporated midterm examinations to give teachers multiple touch points with data and for students to see their progress in the programme overall as they track their IB Diploma goal.

Strengths

One of our greatest strengths in regards to student learning is our course offerings and our consistency in performing at high levels. This is indicative in our consistent presence in rankings such as US News & World Report and Jay Matthews Challenge Index. In addition, our high testing participation and higher proficiency in middle school ELA: All 6th - 8th grade RLA students completed the STAAR exam, and results show proficient performance, particularly in 8th grade where 76 students approach and 27 mastered the STAAR. This reflects some alignment of middle school instruction to STAAR standards but still needs a focus on strong implementation of ELA supports.

Furthermore, there is strong engagement and performance in elective and enrichment courses--high participation and final exam success in CTE and enrichment programs such as Business Principles (98/90/29) and Spanish courses reflect student investment and strong instruction outside of core tested areas. This supports broader readiness for college and career pathways.

We also see growth in reading proficiency among bilingual students. The success of bilingual students in AR data showing 85% of students meeting their word master reading and 17% royal reader goals. Strengths in student learning can be attributed to data huddles in the morning with managers and content stakeholders. Managers have dedicated time to coaching and providing support

for teachers. Data tracking is evident, 100% of managers provided weekly updates on data pertaining to their contents.

Lastly, we have continued focus on CCMR achievement strategically having 11th grade students opt in to AP exams to increase AP scholars.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Inconsistent 90|60|30 results due to lack of classroom rigor and lesson execution which is limiting student achievement across multiple grade levels and subjects due to lack of proficiency ratings for teachers in key GET strands.	There is a lack of consistent coaching and accountability structures to ensure teachers are deeply internalizing content and effectively planning lessons that include modeling, checks for understanding, and time for independent student application. Additionally, new or struggling teachers are not implementing feedback or strategic supports to build the instructional planning habits necessary.
2	Instructional disruptions due to high teacher absenteeism and reliance on substitute teachers have negatively impacted student progress in key tested and elective areas.	Campus systems to manage teacher attendance and substitute coverage are reactive rather than proactive. There is limited availability of high-quality long-term substitutes with content knowledge, and insufficient contingency plans or co-teaching models to maintain instructional quality during staff absences. This leads to significant loss of learning time.
3 ★	Lack of consistent student led/facing academic tracking.	Our teachers do not create opportunities or systems so that students can track their progress towards their growth goals and overall assessments.

★ = Priority

School Processes & Programs

Summary

At IDEA Donna College Preparatory, we maintain structured and effective campus systems that support both academic achievement and school culture. Our teacher ratings reflect a strong instructional team, with the majority of staff rated as Proficient or higher based on our internal evaluations, including GET rubric performance and student data outcomes. In terms of our daily operational systems, we have clear ADA (Average Daily Attendance) procedures in place, with student arrival beginning at 7:10 AM, assigned staff members on duty, and homeroom attendance taken by 8:00 AM. Official attendance is recorded at 10:00 AM. Dismissal is supported by multiple staff members stationed strategically to ensure students reach buses or their designated pick-up areas safely. Monthly attendance incentives were implemented to increase student presence and engagement. For our academic & instructional routines we have morning data huddles are held with Assistant Principals of Instruction (APIs) and all STAAR, AP, and IB-tested teachers on a rotation. These huddles allow teachers to analyze data, align instruction, and plan responsive actions to support student mastery. For leaders, we hold weekly tactical meetings with lead team members foster collaboration on school-wide systems, events, and initiatives. In addition, our teachers engage in ongoing lesson planning, coaching support, and internalization cycles to improve instructional rigor and outcomes. For our campus safety & student management, we conduct weekly safety drills are conducted with both students and staff to ensure preparedness and compliance with emergency protocols. This last year, we implemented PBIS Rewards to reinforce positive behavior across campus. The system was widely embraced by students and staff, contributing to a stronger sense of community and consistent behavioral expectations. We also foster a strong school culture & parent engagement: via monthly events and traditional ones such as our end-of-year awards ceremonies and graduation events. These serve as key moments to celebrate student success and strengthen parent investment. These events additionally highlight academic achievements, character development, and student growth across all grade levels. Our campus systems prioritize consistency, student investment, and operational efficiency, all of which directly support student learning and IDEA's mission of getting every student to and through college."

Strengths

We have very strong ADA systems and culture of attendance systems of procedures. One of our biggest strengths this last year was our campus-wide focus on improving ADA. Through consistent morning arrival routines, designated duty staff, homeroom and official attendance systems, and monthly student incentives, we created a culture that emphasized the importance of daily attendance. These systems led to improved ADA and greater student engagement across grade levels. We also have maintained efficient operational routine such as our structured arrival and dismissal systems, with strategic staff placement and clear student movement procedures, ensured a safe and orderly campus environment. This operational strength allowed students to start and end their school day with consistency and care.

In regard to instruction, we have collaborative instructional planning structures such as our morning data huddles with STAAR/AP/IB teachers and instructional leaders enabled focused planning based on real-time student data. These huddles helped us align instruction, target interventions, and promote teacher collaboration across tested subjects.

For students, we have positive behavior and culture reinforcement and our campus successfully implemented the PBIS Rewards system, which was embraced by both students and staff. This initiative helped reinforce positive behavior, strengthen school culture, and increase student motivation through a system of consistent recognition and rewards.

And for our families, we have consistent and positive family engagement events such as our end-of-year awards ceremonies and graduations were well-attended and meaningful, strengthening parent investment and highlighting student accomplishments. These events helped reinforce our shared mission of college readiness and student success.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Our instructional systems (lesson planning, instructional rounds, schoolboost, coaching cycle follow-up)do not consistently ensure academic rigor across all classrooms, which impacts student achievement and mastery.	There is a lack of campus-wide consistency in how lesson planning, internalization, and rigor expectations are monitored and supported. Teachers may not receive regular, actionable feedback on how to increase rigor or effectively release responsibility to students during instruction.
2	Our current systems (Lesson internalization, rehearsal, preparation, data huddles, check-in) do not fully support the instructional depth required for students to perform at mastery level on STAAR, AP, and IB exams.	While systems like data huddles and tactical meetings exist, they are often focused on logistics and pacing rather than deep instructional moves and scaffolds needed for mastery. There is limited time or structure built into the schedule for teachers to collaborate or analyze exemplar student work or co-develop rigorous tasks aligned to high-level assessments without content team meeting.
3 ★	Instructional continuity is disrupted by high teacher absences and long-term substitute coverage without sufficient academic support structures.	There is no established protocol or academic contingency plan for ensuring high-quality instruction during extended teacher absences. Substitute teachers often lack the content knowledge, and there are no systems in place (like co-teaching, online modules, or internal coverage) to maintain instructional fidelity during staff shortages.

★ = Priority

Perceptions

Summary

IDEA Donna College Prep serves a diverse community of students and families, with a strong commitment to academic achievement and college readiness. While many of our students report a sense of belonging and connection with their peers and teachers, there are notable perception gaps between student experience, teacher practices, and parent expectations that impact school climate and trust.

Students often express that they enjoy school and feel connected to their classmates, describing a sense of community within their grade levels. However, during incident investigations, some students have reported feeling unsupported by teachers during classroom or behavioral disruptions. They sometimes perceive a lack of action or unequal enforcement of expectations. Comments such as, “Why do I have to go back to class if we’re not doing anything?” suggest a need to increase engagement and improve classroom management across the board.

From the parent perspective, communication has been a recurring concern. Several families have shared that they do not receive consistent updates about their child's academic progress or behavioral concerns until issues escalate. There is a growing perception that some teachers engage in inappropriate or overly harsh interactions with students, including yelling or failing to intervene in bullying or vaping incidents. Some parents have even expressed concerns about pulling their children from IDEA Donna due to these issues, citing that other families have already done so.

Despite these challenges, families generally trust school leadership and feel comfortable reaching out to principals for support, indicating a strong relationship between administration and the parent community. This trust presents a valuable opportunity to rebuild confidence and improve collaboration through stronger communication systems and teacher-family engagement efforts.

Based on the spring survey, 38% of students stated that CTE classes made them want to return to campus the following year. 51% of those students neither agreed or disagreed and 11% disagreed that the CTE programs made them want to come back. This means that there needs to be an emphasis on the programs and the value this offers for our students and families. As far as the athletic programs, the spring survey concluded that 77% of our students are aware of extracurricular activities on campus, and 23% are not. As far as involvement, the survey concluded that 46% of students who took the survey are involved in athletics, whereas 54% are not.

Strengths

Family survey percentages in academics, engagement, belonging and care have positively improved from the spring 2024 responses as have our AEES survey results from staff. We grew in multiple areas and most significantly in statements in which we were focused on such as "IDEA promotes a work life balance" and "IDEA is a mentally and emotionally healthy place to work".

Below are our top 5 statements as per our AEES survey:

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Only 58% of our staff agree that our district encourages staff members to find a work life balance.	We do not have any clear and explicit systems in which our staff can utilize to help foster this.
2	Our parent involvement has increased but still lower than we want to see.	Parents are not invested in our campus events and/ or do not see value in participation.
3 ★	We had 95% ADA for the 25-26 school year which is a 3% decrease from Pre-COVID ADA percentages.	Students and parents are not linking the detrimental impact of missing as frequently as some of our students do.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	We do not consistently meet our 90% student persistence goal which is at times cited by our leavers due to lack of language acquisition.	Not all teachers have the academic or resources to support students who are below grade level. The lack of differentiated instruction practices does not allow for all students in the cohort to benefit from the instruction presented.
2 ★	We do not consistently meet our 90% student persistence goal which is at times cited by our leavers due to our rigorous academic programming.	Improved, consistent and early communication about education for students and families about the long-term benefits of the IB program, including how it supports college admissions, scholarship opportunities, and academic preparedness to foster a mindset and academic supports in 9th and 10th grade to build confidence and readiness before entering IB.
3 ★	Lack of consistent student led/facing academic tracking.	Our teachers do not create opportunities or systems so that students can track their progress towards their growth goals and overall assessments.
4 ★	Inconsistent 90|60|30 results due to lack of classroom rigor and lesson execution which is limiting student achievement across multiple grade levels and subjects due to lack of proficiency ratings for teachers in key GET strands.	There is a lack of consistent coaching and accountability structures to ensure teachers are deeply internalizing content and effectively planning lessons that include modeling, checks for understanding, and time for independent student application. Additionally, new or struggling teachers are not implementing feedback or strategic supports to build the instructional planning habits necessary.
5 ★	Instructional continuity is disrupted by high teacher absences and long-term substitute coverage without sufficient academic support structures.	There is no established protocol or academic contingency plan for ensuring high-quality instruction during extended teacher absences. Substitute teachers often lack the content knowledge, and there are no systems in place (like co-teaching, online modules, or internal coverage) to maintain instructional fidelity during staff shortages.

6 ★	Our instructional systems (lesson planning, instructional rounds, schoolboost, coaching cycle follow-up)do not consistently ensure academic rigor across all classrooms, which impacts student achievement and mastery.	There is a lack of campus-wide consistency in how lesson planning, internalization, and rigor expectations are monitored and supported. Teachers may not receive regular, actionable feedback on how to increase rigor or effectively release responsibility to students during instruction.
7 ★	Only 58% of our staff agree that our district encourages staff members to find a work life balance.	We do not have any clear and explicit systems in which our staff can utilize to help foster this.
8 ★	We had 95% ADA for the 25-26 school year which is a 3% decrease from Pre-COVID ADA percentages.	Students and parents are not linking the detrimental impact of missing as frequently as some of our students do.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**

Student Data: Assessments

- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **Student failure and/or retention rates**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer,**

- [ ] **participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Goals

Goal 1 Increase staff retention

Performance Objective 1

85% Agreement Across All Statements in the 2025-2026 AEES Survey Results

Strategy 1

Leverage teacher led Sunshine Committee on campus in order to improve on staff experience and satisfaction.

Strategy's Expected Result/Impact: Achieve 85% agreement across all statements on AEES survey

Staff Responsible for Monitoring: All

Formative Reviews



Strategy 2

Host quarterly celebrations and campus ACE awards

Strategy's Expected Result/Impact: Achieve 85% agreement across all statements on AEES survey

Formative Reviews



Strategy 3

Conduct quarterly focus group touchpoints

Strategy's Expected Result/Impact: Achieve 85% agreement across all statements on AEES survey

Staff Responsible for Monitoring: All

Formative Reviews

Some Progress

November | March | July

Strategy 4

Conduct touchpoints with 100% of staff in fall and spring

Strategy's Expected Result/Impact: Achieve 85% agreement across all statements on AEES survey

Staff Responsible for Monitoring: All

Formative Reviews

Some Progress

November | March | July

Strategy 5

Reimagined focus on professional development

Strategy's Expected Result/Impact: Achieve 85% agreement across all statements on AEES survey

Staff Responsible for Monitoring: All

Formative Reviews

Some Progress

November | March | July

Performance Objective 2

Increase staff participation on AEES survey to 75%

Strategy 1

Reiterate the importance of surveys and the impact they can have on staff experience and satisfaction.

Strategy's Expected Result/Impact: Increase staff participation on AEES survey to 75%

Staff Responsible for Monitoring: Leaders

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Create and send out calendar invites for survey completion

Strategy's Expected Result/Impact: Increase staff participation on AEES survey to 75%

Staff Responsible for Monitoring: Leaders

Formative Reviews

No Progress

November **March** **July**

Strategy 3

Ensure that teachers have protected time to work on their survey

Strategy's Expected Result/Impact: Increase staff participation on AEES survey to 75%

Staff Responsible for Monitoring: Leaders

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3

Ensure that 100% of new staff receive quarterly continued onboarding via their direct manager

Strategy 1

Replace check in with new staff members (new to ICP Donna) for a quarterly check in

Strategy's Expected Result/Impact: Ensure that new staff receive a robust and effective onboarding and orientation

Staff Responsible for Monitoring: Teacher managers

Formative Reviews

Some Progress

November | March | July

Strategy 2

Ensure leaders are scheduling pulse checks with new hires during each quarter

Strategy's Expected Result/Impact: Ensure that new staff receive a robust and effective onboarding and orientation

Staff Responsible for Monitoring: Teacher managers

Formative Reviews

Some Progress

November | March | July

Strategy 3

Principal will individualize 1+1 with new hires to target new hire needs and coaching

Strategy's Expected Result/Impact: Ensure that new staff receive a robust and effective onboarding and orientation

Staff Responsible for Monitoring: Principal

Formative Reviews

Some Progress

November | March | July

Goal 2 Increase college access and readiness

Performance Objective 1

ICP Donna will receive a state accountability rating of an A for the 2025-2026 school year.

Strategy 1

Implement and conduct weekly lesson rehearsal with priority STAAR teachers

Strategy's Expected Result/Impact: Proactively address instructional and pedagogical gaps.

Staff Responsible for Monitoring: Instructional team

Formative Reviews

Accomplished

November	March	July

Strategy 2

Launch student centered Titan trackers that will be updated after each formative and summative assessment

Strategy's Expected Result/Impact: Increase in student ownership

Staff Responsible for Monitoring: Instructional staff (leaders & teachers)

Formative Reviews

Accomplished

November	March	July

Strategy 3

Incorporate data reporting and analysis in weekly lesson rehearsals

Strategy's Expected Result/Impact: Increase data accountability and visibility

Staff Responsible for Monitoring: Instructional staff (teachers and leaders)

Formative Reviews



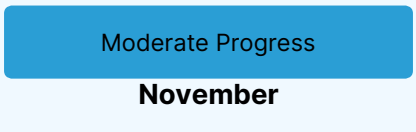
Strategy 4

Invite and incorporate SPED case managers in data conversations between managers and teachers

Strategy's Expected Result/Impact: Increase our SPED student achievement data

Staff Responsible for Monitoring: Instructional staff & SPED teachers

Formative Reviews



Performance Objective 2

50% of ICP Donna graduates pass 3 or more IB/AP exams.

Strategy 1

Weekly lesson plan feedback with focus on student practice

Strategy's Expected Result/Impact: Increase in AP Student Achievement scores

Staff Responsible for Monitoring: Instructional leaders

Formative Reviews



Strategy 2

Unpacking CED with teacher and API

Strategy's Expected Result/Impact: Increase teacher ownership and internalization

Staff Responsible for Monitoring: Instructional staff (teachers and leaders)

Formative Reviews

Considerable Progress

November | March | July

Strategy 3

AP mock analysis meeting to identify student focus for April/May reviews

Strategy's Expected Result/Impact: Increase teacher ownership and internalization

Staff Responsible for Monitoring: Instructional staff (teachers and leaders)

Formative Reviews

Moderate Progress

November | March | July

Strategy 4

Provide option for students to opt in for AP exams in 11th grade

Strategy's Expected Result/Impact: Meet goal of 50% of ICP Donna graduates pass 3 or more IB/AP exams.

Staff Responsible for Monitoring: Instructional staff (teachers and leaders)

Formative Reviews

Considerable Progress

November | March | July

Performance Objective 3

Ensure that 100% of the Class of 2026 meets CCMR criteria.

Strategy 1

Create TSI testing plan during testing window

Strategy's Expected Result/Impact: Increase TSI exemptions

Staff Responsible for Monitoring: DCC & Interventionist

Formative Reviews

Considerable Progress

November | March | July

Strategy 2

Create TSI math and reading prep

Strategy's Expected Result/Impact: Increase TSI exemptions

Staff Responsible for Monitoring: DCC & Interventionist

Formative Reviews

Moderate Progress

November | March | July

Strategy 3

Update CCMR tracker on a quarterly basis to increase awareness and remain proactive

Strategy's Expected Result/Impact: Ensure CCMR is being met by 100% of graduating seniors

Staff Responsible for Monitoring: Instructional team and DCC

Formative Reviews

Accomplished

November | March | July

Performance Objective 4

Increase number of SPED students achieving meets on their STAAR exams by 10%

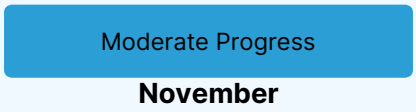
Strategy 1

Conduct data conversations with SPED teachers and their student cohort

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Instructional team (teachers & leaders)

Formative Reviews



Strategy 2

Include SPED case managers in Gen Ed data conversations

Strategy's Expected Result/Impact: Ensure that the appropriate re-teach plans and strategies are being considered for SPED students

Staff Responsible for Monitoring: Instructional staff (teachers and leaders)

Formative Reviews



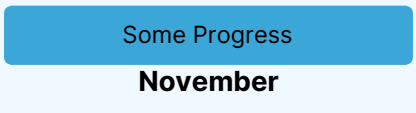
Strategy 3

Ensure that SPED teachers are tracking their student cohort data in SPED data tracker

Strategy's Expected Result/Impact: Increase SPED student achievement

Staff Responsible for Monitoring: Instructional staff (leaders and SPED teachers)

Formative Reviews



Goal 3 Increase student persistence

Performance Objective 1

100% ICP Donna teachers rated with at least 80% proficient on Guidepost 2

Strategy 1

Highlight teachers who meet or exceed fidelity expectations in staff shout-outs during Mid Week Report

Strategy's Expected Result/Impact: Increase staff ownership and investment in MTW along with Guidepost 2

Staff Responsible for Monitoring: Counselor

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 2

Review data in leadership team meetings to identify trends and gaps

Strategy's Expected Result/Impact: Increase staff ownership and investment in MTW along with Guidepost 2

Staff Responsible for Monitoring: School Counselor

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 2

Ensure that 100% of students are informed of our consequence ladder and restorative practices by FWOS.

Strategy 1

Build strong relationships with families through consistent communication.

Strategy's Expected Result/Impact: Ensure that students and families are aware of consequence ladder

Staff Responsible for Monitoring: School Counselor and grade level administrators

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 2

Ensure teachers monitor and connect with new students closely in the first semester.

Strategy's Expected Result/Impact: Prevent disciplinary infractions

Staff Responsible for Monitoring: School counselor and grade level administrators

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

Pair each new student with a peer mentor.

Strategy's Expected Result/Impact: Increase awareness of consequence ladder to NTI students

Staff Responsible for Monitoring: School Counselor

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 3

Decrease the number of CSTAG reports by 25%

Strategy 1

Strengthen crisis response procedures with clear documentation protocols.

Strategy's Expected Result/Impact: Decrease the number of CSTAG reports by 25%

Staff Responsible for Monitoring: CCT

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Train LT & CCT on proper documentation expectations after a crisis.

Strategy's Expected Result/Impact: Conduct quarterly PD refreshers on safety plan protocols and data transparency

Staff Responsible for Monitoring: School Counselor

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

Facilitate a safe, supportive, and organized re-entry meeting after a crisis to ensure that families, staff, and students feel informed, reassured, and prepared to return to normal operations.

Strategy's Expected Result/Impact: Ensure that actions/behaviors do not occur again

Staff Responsible for Monitoring: School Counselor

Formative Reviews

Moderate Progress

November **March** **July**

Goal 4 Decrease chronic absenteeism

Performance Objective 1

90% of contract meetings will take place by respective grade levels on a quarterly basis

Strategy 1

Train staff and ensure GTLs are aware of contract meetings expectations

Strategy's Expected Result/Impact: Decrease absenteeism

Staff Responsible for Monitoring: APO and School Counselor

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Send out reminders for quarterly meetings to GTLs

Strategy's Expected Result/Impact: Decrease chronic absenteeism

Staff Responsible for Monitoring: APO & School Counselor

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 3

Communicate students at risk of chronic absenteeism leveraging in-house tracker

Strategy's Expected Result/Impact: Decrease chronic absenteeism

Staff Responsible for Monitoring: APO & School Counselor

Formative Reviews

Considerable Progress

November | March | July

Performance Objective 2

Ensure that ICP Donna's chronic absenteeism is at or below 10% for the 2025-2026 school year

Strategy 1

Consistent ADA Huddles to ensure that we have student visibility.

Strategy's Expected Result/Impact: Ensure that ICP Donna's chronic absenteeism is at or below 10% for the 2025-2026 school year

Staff Responsible for Monitoring: APO

Formative Reviews

Moderate Progress

November | March | July

Strategy 2

Generate 2024-26 student list from previous years to have a starting point.

Strategy's Expected Result/Impact: Ensure that ICP Donna's chronic absenteeism is at or below 10% for the 2025-2026 school year

Staff Responsible for Monitoring: APO

Formative Reviews

Accomplished

November | March | July

Strategy 3

Ensuring that we are all aware by generating an Early Intervention Plan for specific students.

Strategy's Expected Result/Impact: Ensure that ICP Donna's chronic absenteeism is at or below 10% for the 2025-2026 school year

Staff Responsible for Monitoring: APO

Formative Reviews

Considerable Progress

November | March | July

Performance Objective 3

Ensure that ICP Donna meets 95.7% (growth goal) ADA for the 2025-2026 school year

Strategy 1

Build Strong Relationship with Parents and students.

Strategy's Expected Result/Impact: Meet our ADA goal

Staff Responsible for Monitoring: APO

Formative Reviews

Moderate Progress

November | March | July

Strategy 2

Showcase/Speak to parents about curriculum and Student Work

Strategy's Expected Result/Impact: Meet our ADA goal

Staff Responsible for Monitoring: APO

Formative Reviews

Some Progress

November | March | July

Strategy 3

Building Strong Attendance Culture

Strategy's Expected Result/Impact: Meet our ADA goal

Staff Responsible for Monitoring: APO

Formative Reviews

November	March	July
Considerable Progress		

Goal 5 Increase OTG rate

Performance Objective 1

100% of teachers will follow district grading policy

Strategy 1

Teacher managers will review weekly grade report which tracks the number of grades per teacher

Strategy's Expected Result/Impact: Ensure that teachers are following our district grading policy

Staff Responsible for Monitoring: Instructional managers

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 2

Teacher managers will hold their direct reports accountable to grading policy by emailing out a weekly report to teachers

Strategy's Expected Result/Impact: Ensure that teachers are following our district grading policy

Staff Responsible for Monitoring: Instrucional managers

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

Incorporate a standing agenda item during our Lead Team Tactical to discuss our weekly grade report

Strategy's Expected Result/Impact: Ensure that teachers are following our district grading policy

Staff Responsible for Monitoring: Lead team

Formative Reviews

Considerable Progress

November | March | July

Performance Objective 2

100% of teachers will submit Quarterly Academic Intervention Plans for failing students

Strategy 1

Teachers will receive a weekly grade report to assist them in determining a pulse for potential intervention plans

Strategy's Expected Result/Impact: Increase student OTG

Staff Responsible for Monitoring: Instructional staff (teachers and leaders)

Formative Reviews

Moderate Progress

November | March | July

Strategy 2

DCC will send reminders for intervention plans

Strategy's Expected Result/Impact: Increase student OTG

Staff Responsible for Monitoring: DCC

Formative Reviews

Moderate Progress

November | March | July

Performance Objective 3

100% of students will utilize campus-wide student led tracker

Strategy 1

100% of students will receive Titan tracker at BOY

Strategy's Expected Result/Impact: Increase student ownership

Staff Responsible for Monitoring: ILT & Homeroom teachers

Formative Reviews

Accomplished

November	March	July

Strategy 2

100% of students will update their Titan tracker on a regular basis

Strategy's Expected Result/Impact: Increase student OTG and ownership

Staff Responsible for Monitoring: ILT & Homeroom teachers

Formative Reviews

Some Progress

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
JUAN A CARRANZA CHAVEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
SAMANTHA MARTINEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
SUZETTE G TOVAR	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Eastside Academy

2025-2026 Campus Improvement Plan

Board Approval Date:
August 12, 2025

Public Presentation Date:
August 4, 2025

Generated by Plan4Learning.com
March 12, 2026 at 08:57 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 15

Improvement Planning Data 16

Accountability Data 16

Student Data: Assessments 16

Student Data: Student Groups 16

Student Data: Behavior and Other Indicators 16

Employee Data 17

Parent/Community Data 17

Support Systems and Other Data 17

Goals 18

Goal 1 : Eastside will increase meets and masters in ELA 19

Goal 2 : IDEA Eastside will increase meets and masters in Math 21

Goal 3 : IDEA Eastside will increase scholar persistance for the 2025-2026 school year 24

Goal 4 : IDEA Eastside will increase ADA campus goal for 2025-2026 school year. 27

Goal 5 : IDEA Eastside will increase staff retention for the 2025-2026 school year. 30

Title I Summary 32

Title I Personnel 33

Funding Summary 34

SCE Accelerated Instruction (PIC 24) 35

IDEA-B (4130) 35

State SPED (PIC 23) 35

State BESL (PIC 25) 35

Title I Parent Reservation (4120-PAR) 36

Comprehensive Needs Assessment

Demographics

Summary

IDEA Eastside AC is a Title 1 elementary school serving the needs of an urban, multi-ethnic, multicultural student body through diverse programs and activities.

Our campus is a full scale campus serving all grades from K-12. We pride ourselves on serving the underserved community and cater our services to provide a secure, safe environment for our scholars to be successful. We offer differentiated instruction for all k-2 scholars affording each student the opportunity to achieve success.

Strengths

- One of the more diverse schools in IDEA

- Supports for students with language barriers

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Eastside Academy's population is highly mobile creating an adverse impact to home-school partnerships and communication.	1. We don't have effective systems to receive updated parent contact information throughout the year. 2. Parents expressed difficulty with contacting teachers and administrators when they are in need of support. 3. School leaders have not created adequate opportunities for parental involvement and investment.
2 ★	Eastside Academy's academic support for subpopulations does not align with campus needs.	1. Budget 2. Teachers generally have limited training in supporting students who are in special education or are emergent bilinguals. 3. Teacher training in special populations and programs is not prioritized by the campus or region.

★ = Priority

Student Learning

Summary

Compared to other Elementary campuses who serve our demographic in our area we are one of the highest rated. This year we currently hold a grade of a C awarded by TEA, but are on track to get a B for the 25-26SY. 97% of our scholars are on track to promote to the next grade level.

Strengths

- Teachers are placed based off their skill set

- Vertical alignment from grade to grade

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	We do not have a specific plan for additional opportunities to meet individual student needs or help students who are failing or retained.	Students who are retained or failing are typically pulled during the year for small-group support. This is not a specific plan to meet individual student needs.
2 ★	Unsuccessful implementation of the RTI process.	Leaders in charge of RTI have not been adequately trained or seen a model of successful RTI implementation.

★ = Priority

School Processes & Programs

Summary

We develop our instructional leaders by providing clear exemplars on coaching processes and data reviews. This in turn allows our instructional lead teams to focus our teachers attention on the key areas for excellent teaching such as: Strong/clear lesson planning, tight loop coaching, culture, and weekly coaching conversations.

Strengths

1. Side by side planning when done consistently
2. Lesson rehearsals based on need/content
3. Consistent culture flow chart
4. Clear expectations provided to all in advance
5. Empowering teachers to grow in and beyond the classroom

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	All stakeholders are not involved with the school improvement process.	The improvement plan has been a transactional plan owned by campus leaders instead of a lever for transformational school leadership.
2	Professional learning opportunities are not adequately provided to grow teachers, support powerful teaching and learning, or develop instructional leaders.	New leaders are acquiring skills and coaching teachers on those skills at the same time.

★ = Priority

Perceptions

Summary

At IDEA Eastside AC we use the Mood Meter to regulate high and low emotions throughout the day with students and staff. We ensure scholars experience clear and concise behavior expectations and if needed consistent consequences. Over the last two years we have experienced a drop in parent participation due to communication; nonetheless, we provide parents an opportunity to join virtual or in person to different school functions.

Strengths

1. Returning Lead Team/Teachers who are all set to see the campus succeed
2. Giving parents multiple ways to get involved
3. Pre-calendared events
4. Buy in from campus stakeholders
5. Bi-weekly newsletter

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Surrounding schools and some community members associate us with alternative schools for students who need behavior and additional instructional support instead of associating us with our mission of college for all.	1. We recruit and welcome any student to our school even if they have been previously expelled or potentially expelled from traditional public school. 2. Our mission, vision, and purpose have not been effectively communicated to the community.
2 ★	Not all teachers are committed to leaderships vision.	1. We need to increase staff buy in by being clear about expectations

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Unsuccessful implementation of the RTI process.	Leaders in charge of RTI have not been adequately trained or seen a model of successful RTI implementation.
2 ★	We do not have a specific plan for additional opportunities to meet individual student needs or help students who are failing or retained.	Students who are retained or failing are typically pulled during the year for small-group support. This is not a specific plan to meet individual student needs.
3 ★	Eastside Academy's academic support for subpopulations does not align with campus needs.	1. Budget 2. Teachers generally have limited training in supporting students who are in special education or are emergent bilinguals. 3. Teacher training in special populations and programs is not prioritized by the campus or region.
4 ★	All stakeholders are not involved with the school improvement process.	The improvement plan has been a transactional plan owned by campus leaders instead of a lever for transformational school leadership.
5 ★	Not all teachers are committed to leaderships vision.	1. We need to increase staff buy in by being clear about expectations

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Student Achievement Domain**
- ☑ **Closing the Gaps Domain**

Student Data: Assessments

- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Student failure and/or retention rates**
- ☑ **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- ☑ **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- ☑ **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- ☑ **Special education/non-special education population including discipline, progress and participation data**
- ☑ **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- ☑ **Attendance data**
- ☑ **Discipline records**

- [x] **Student surveys and/or other feedback**

Employee Data

- [x] **Staff surveys and/or other feedback**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Communications data**

Goals

Goal 1 Eastside will increase meets and masters in ELA

Performance Objective 1 ☑ High Priority

IDEA Eastside Academy will have at least 50% of scholars meet 2 years or more growth on RENSTAR.

Evaluation Data Source: Benchmarks throughout the year as measured by RENSTAR.

Strategy 1

CSI interventionist will plan for decoding lesson and add in main idea, theme, genre and comprehension questions to meet the needs of the RENSTAR and STAAR assessments.

Staff Responsible for Monitoring: Jessica Cortez, Valarie Alvarado

Problem Statements: Student Learning 1

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	We do not have a specific plan for additional opportunities to meet individual student needs or help students who are failing or retained.	Students who are retained or failing are typically pulled during the year for small-group support. This is not a specific plan to meet individual student needs.

Performance Objective 2 ☑ High Priority

Increase the ELA meets from 43% to 50%

Evaluation Data Source: District assessments and STAAR exams

Strategy 1

GTLs/CTLs will host a PTG quarterly meeting during scheduled PD times.

Staff Responsible for Monitoring: Valarie Alvarado, Deitra Cockfield, Veronica Flores, Kassandra Garza, Alejandra Flores, Susana Olivo, Ashley Silvas, Anthony Pena, Alyssa Ramirez, Trevor Hardeman, Jessica Cortez

Problem Statements: School Processes & Programs 1

Title I: 2.5.2

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	All stakeholders are not involved with the school improvement process.	The improvement plan has been a transactional plan owned by campus leaders instead of a lever for transformational school leadership.

Performance Objective 3

Decrease the number of 0's on the essay by 10%.

Evaluation Data Source: District Assessments

Summative Evaluation: Some progress made toward meeting Performance Objective

Goal 2 IDEA Eastside will increase meets and masters in Math

Performance Objective 1 ☑ High Priority

Will increase number of meets scholars over all for grades 3rd-5th Mathematics from 34% to 45% for the 2025-2026 school year.

Evaluation Data Source: District Assessments

Strategy 1

Provide Tier 1 supports for scholars in the RTI program

Strategy's Expected Result/Impact: 5% improvement in meets grades levels on the Spring 2026 administration of STAAR

Staff Responsible for Monitoring: Deitra Cockfield, Veronica Flores, Valarie Alvarado

Problem Statements: Student Learning 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Unsuccessful implementation of the RTI process.	Leaders in charge of RTI have not been adequately trained or seen a model of successful RTI implementation.

Performance Objective 2

Eastside Academy 30% of SPED Students attain approaches in STAAR for the 2025-2026 school year (TEC 11.253(d)(2))

Evaluation Data Source: STAAR reading and math; exit ticket data; internal exam data tracker, growth goal tracker and, weekly SPED and Gen Ed Teacher meetings.

Summative Evaluation: No progress made toward meeting Performance Objective

Strategy 1

30% of sped students will reach approaches on STAAR by ensuring sped scholars are receiving targeted interventions and support in alignment with their IEP goals. Student individual performance data will be tracked daily and weekly to close gaps. Students will be invited to extra after school and weekend tutorials for added supports.

Strategy's Expected Result/Impact: The expectation is 30% of scholars will meet or exceed approaches and their growth targets.

Staff Responsible for Monitoring: Valarie Alvarado, Shanita Stanley, Alexia Downey, Elva Singh

Problem Statements: Student Learning 1

Title I:

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	We do not have a specific plan for additional opportunities to meet individual student needs or help students who are failing or retained.	Students who are retained or failing are typically pulled during the year for small-group support. This is not a specific plan to meet individual student needs.

Performance Objective 3

Eastside Academy will achieve a A rating in Domain 2 by the end of the 2025-2026 school year.

Evaluation Data Source: Internal assessments, exit tickets, STAAR exam, Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and internal tracker. Teachers and leaders will respond to data with urgency.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Track each students performance in domains 1-3 by using the Locus dashboard, internal tracker and respond to data appropriately

Strategy's Expected Result/Impact:
Eastside Academy will achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Staff Responsible for Monitoring: Valarie Alvarado, Veronica Flores, Deitra Cockfield

Problem Statements: Student Learning 1

Funding Sources: STAAR Prep Title I Parent Reservation (4120-PAR),

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	We do not have a specific plan for additional opportunities to meet individual student needs or help students who are failing or retained.	Students who are retained or failing are typically pulled during the year for small-group support. This is not a specific plan to meet individual student needs.

Goal 3 IDEA Eastside will increase scholar persistance for the 2025-2026 school year

Performance Objective 1

Eastside Campus receive a score of proficient or higher on the campus safety scorecard for the 2025-2026 school year.

Strategy 1

The CCT will meet monthly to review campus vulnerability and gaps with procedural drills.

Strategy's Expected Result/Impact: The campus will receive a score of proficient or higher on the campus safety scorecard.

Staff Responsible for Monitoring: Melissa Martinez

Problem Statements: Demographics 2

Title I:

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Eastside Academy's academic support for subpopulations does not align with campus needs.	1. Budget 2. Teachers generally have limited training in supporting students who are in special education or are emergent bilinguals. 3. Teacher training in special populations and programs is not prioritized by the campus or region.

Performance Objective 2

Eastside Campus will maintain 100% of schools 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))

Evaluation Data Source: timely communication to families regarding school events to promote family engagement and attendance.

Strategy 1

Timely communication to families regarding school events to promote family engagement and attendance

Strategy's Expected Result/Impact: 100% of schools will be in compliance with the Title 1 Family Engagement requirements.

Staff Responsible for Monitoring: Lisa Ranallo, Valarie Alvarado

Problem Statements: Demographics 2

Title I: 2.5.2

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Eastside Academy's academic support for subpopulations does not align with campus needs.	1. Budget 2. Teachers generally have limited training in supporting students who are in special education or are emergent bilinguals. 3. Teacher training in special populations and programs is not prioritized by the campus or region.

Performance Objective 3

Eastside Campus will maintain 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1

At the beginning of the year, the school counselor will schedule out the plan for completing the safer, smarter school and anti-bullying curriculum, including getting parent consent as applicable.

Strategy's Expected Result/Impact: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar.

Staff Responsible for Monitoring: Lisa Ranallo, Valarie Alvarado

Problem Statements: Demographics 2

Title I:

Formative Reviews

Accomplished

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Eastside Academy's academic support for subpopulations does not align with campus needs.	1. Budget 2. Teachers generally have limited training in supporting students who are in special education or are emergent bilinguals. 3. Teacher training in special populations and programs is not prioritized by the campus or region.

Performance Objective 4 High Priority

Increase kinder persistence from 67% to 77%

Evaluation Data Source: Persistence Benchmarks

Performance Objective 5 High Priority

Increase 1st grade persistence from 77% to 85%

Evaluation Data Source: Persistence Benchmarks

Goal 4 IDEA Eastside will increase ADA campus goal for 2025-2026 school year.

Performance Objective 1

IDEA Eastside campus will see a decrease in chronic absenteeism by a minimum of 5% decrease

Strategy 1

Implement ADA minute by minute and daily huddles to ensure scholars who are not present are receiving phone calls and next steps

Strategy's Expected Result/Impact: 100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200 minutes by EoY

Staff Responsible for Monitoring: Veronica Flores, Deitra Cockfield, Valarie Alvarado, Lisa Ranallo, Ramon Manzano Jr, Melissa Martinez, Brittney Liberda

Problem Statements: School Processes & Programs 1

Title I: 2.5.2

Formative Reviews

Considerable Progress

November	March	July

Strategy 2

Provide incentives for scholars who are meeting ADA guidelines.

Staff Responsible for Monitoring: Melissa Martinez, Brittney Liberda, Valarie Alvarado, Lisa Ranallo, Ramon Manzano Jr, Deitra Cockfield

Problem Statements: Demographics 2

Title I: 2.5.3

Formative Reviews

Moderate Progress

November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Eastside Academy's academic support for subpopulations does not align with campus needs.	1. Budget 2. Teachers generally have limited training in supporting students who are in special education or are emergent bilinguals. 3. Teacher training in special populations and programs is not prioritized by the campus or region.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	All stakeholders are not involved with the school improvement process.	The improvement plan has been a transactional plan owned by campus leaders instead of a lever for transformational school leadership.

Performance Objective 2

Eastside will achieve a 93% ADA goal for the 2025-2026 school year.

Strategy 1

Engage families by hosting monthly opportunities for them to attend events on campus.

Strategy's Expected Result/Impact: IDEA Eastside Academy will increase in annual attendance rate for the 23-24 school year.

Staff Responsible for Monitoring: Lisa Ranallo, Valarie Alvarado, Deitra Cockfield, Veronica Flores, Kassandra Garza, Alejandra Flores, Susana Olivo, Ashley Silvas, Anthony Pena, Alyssa Ramirez

Problem Statements: Demographics 2

Title I:

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Eastside Academy's academic support for subpopulations does not align with campus needs.	1. Budget 2. Teachers generally have limited training in supporting students who are in special education or are emergent bilinguals. 3. Teacher training in special populations and programs is not prioritized by the campus or region.

Goal 5 IDEA Eastside will increase staff retention for the 2025-2026 school year.

Performance Objective 1

Eastside Academy will have 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-2026 school year.
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy 1

Managers provide feedback and professional development/coaching for each staff member through school status.

Strategy's Expected Result/Impact: 100% of full-time staff members complete all tasks within IDEA's staff development cycle

Staff Responsible for Monitoring: Valarie Alvarado, Veronica Flores, Deitra Cockfield

Problem Statements: Demographics 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Eastside Academy's academic support for subpopulations does not align with campus needs.	1. Budget 2. Teachers generally have limited training in supporting students who are in special education or are emergent bilinguals. 3. Teacher training in special populations and programs is not prioritized by the campus or region.

Performance Objective 2

IDEA Eastside is 90% staffed for all teacher positions throughout the 2025-2026 school year.
Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

Strategy 1

Effective interview process that is intentional.

Strategy's Expected Result/Impact: IDEA Eastside Academy is 90% staffed for all teacher positions throughout the 2023-24 school year.

Staff Responsible for Monitoring: Valarie Alvarado, Veronica Flores, Deitra Cockfield, Ramon Manzano Jr.

Problem Statements: Perceptions 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Consistent Staff celebrations bi-weekly. Consistent staff awards monthly to include monthly Teacher and Co-Teacher of the year.

Problem Statements: Perceptions 2

Title I:

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Not all teachers are committed to leaderships vision.	1. We need to increase staff buy in by being clear about expectations

Title I Summary

Title I Personnel

Name	Position	Program	FTE
KAMBRIA SAVANNAH JOYCE MCGLOTHEN	COTEACHER	School-wide Program	1
SAMANTHA INEZ ESPINOSA	SR. COTEACHER	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$30,762.66
				+/- Difference	**$30,762.66**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,731.52
				+/- Difference	**$4,731.52**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,307.73
				+/- Difference	**$7,307.73**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,004.87
				+/- Difference	**$3,004.87**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	STAAR Prep	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,104.52
				+/- Difference	**$2,104.52**

IDEA Public Schools

Eastside College Prep

2025-2026 Campus Improvement Plan

Board Approval Date:
August 12, 2025

Public Presentation Date:
August 4, 2025

Generated by Plan4Learning.com
March 12, 2026 at 08:58 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 15

Improvement Planning Data 16

Goals 17

Goal 1 : We will increase the number of students attending T1/T2 Universities 18

Goal 2 : Eastside will increase by one letter grade from 24-25SY to 25-26SY 21

Goal 3 : Eastside will increase student persistence from 24-25SY to 25-26SY 31

Goal 4 : Eastside ADA will increase from 24-25SY to 25-26SY 37

Goal 5 : Eastside Staff Retention will increase from 24-25SY to 25-26SY 40

Title I Summary 42

Title I Personnel 43

Funding Summary 44

SCE Accelerated Instruction (PIC 24) 45

IDEA-B (4130) 45

State SPED (PIC 23) 45

State BESL (PIC 25) 45

Title I Parent Reservation (4120-PAR) 46

Comprehensive Needs Assessment

Demographics

Summary

IDEA Eastside CP is a Title 1 middle and high school serving the needs of an urban, multi-ethnic, multicultural student body through diverse programs and activities.

Our campus is a full scale campus serving all grades from K-12. We pride ourselves on serving the underserved community and cater our services to provide a secure, safe environment for our schoalrs to be successful. We offer AP for all scholars affording each student the opportunity to achieve success at the hightest of all levels.

Our demographics is as follows:

Idea Eastside MS

Grade Level	Total In Grade	American Indian / Alaskan	Asian	Black or African American	Native Hawaiian/ other Pac Islander	White	Hispanic Latino
6th	110	0	1	17	0	1	91
7th	107	0	0	14	0	1	92
8th	120	1	1	22	0	1	96

Idea Eastside HS

Grade Level	Total In Grade	American Indian / Alaskan	Asian	Black or African American	Native Hawaiian/ other Pac Islander	White	Hispanic Latino
9th	94	0	0	14	1	7	71
10th	64	0	0	9	0	3	53
11th	57	0	0	9	0	1	48
12th	63	0	0	42	1	1	50

Strengths

1. One of the more diverse IDEA schools

2. Supports for students with language barriers

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The stakeholders are not working as a team to ensure the success of the students and mission of the campus. Communication is not cascading down and all stakeholders are not bought into the mission/ success of IDEA Eastside.	The lack of communication and buy-in from stakeholders plays a role in lack of attendance and truancy. There is no sense of urgency or care when it comes to education and its importance.
2	There is a difference in work responsibility when it comes to our certified and non - certified teachers.	Certified teachers are more cognizant of planning/ implementing instruction, following the guidelines set by TEA and ensuring that they are operating within the realm of their contracts. Certified teachers are aware that infractions can be reported to TEA and therefore they run the risk of losing their certifications.

★ = Priority

Student Learning

Summary

Compared to other MS / HS campuses who serve our demographic in our area we are one of the highest rated. This year we currently hold a grade of a D awarded by TEA, but are on track to get a high C or low B for the 25-26SY. 100% of our scholars are on track to graduate.

Strengths

1. Two AP Scholars

2. Teachers are placed based on their capacity and functioning as an educator and can be moved if performance is subpar.

3. All teachers have a good buy in and want what is best for the students and campus

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Campus is lacking bell to bell instruction	(2.a) Teachers failing to plan effectively and implement the structured curriculum provided (2.b.) Lack of accountability on leaders to coach teachers and provide lesson plan feedback
2	Grade level expectations are not aligned for student success amongst the campus.	(1.a) Lack of cohesion and accountability amongst GTM's and GTL's (1.b) Too much flexibility among grade levels to create their own expectations
3	Lack of rigor in instruction	1. Teachers failing to use/differentiate provided District Curriculum that addresses rigor 2. Leaders failing to provide effective lesson plan feedback that addresses level of rigor in lesson cycle.

★ = Priority

School Processes & Programs

Summary

We develop our instructional leaders by providing clear exemplars on coaching processes and data reviews. This in turn allows our instructional lead teams to focus our teachers attention on the key areas for excellent teaching such as: Strong/clear lesson planning, tight loop coaching, culture, and weekly coaching conversations.

Strengths

1. Side by side planning when done consistently

2. Lesson rehearsals based on need/content

3. Consistent culture flow chart

4. Clear expectations provided to all in advance

5. Empowering teachers to grow in and beyond the classroom

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	No consistent or clear expectations for mentors for new teachers, and new teachers. This leads them to feel overwhelmed, out of touch and could possibly result in no commitment towards the campus.	A consistent mentor program that can utilize experienced teachers to better prepare and mentor new teachers daily, weekly, and monthly. This will lead to better overall performance, more of a commitment and an opportunity to build relationships for better work performance from the bottom up.
2	The lack of teacher commitment to the campus will lead to excessive days off, additional work for other teachers, attendance issues for students, lower to no learning, lower test scores and a souring of the campus culture that will lead to committed teachers to look for opportunities elsewhere.	A better interview process, bringing in the GTL and/ or teachers from that grade level, regarding applicants could help to add additional incentive toward a more concrete hiring decision. Sample teaches in the interviews.

★ = Priority

Perceptions

Summary

At IDEA Eastside CP we use the Mood Meter to regulate high and low emotions throughout the day with students and staff. We ensure scholars experience clear and concise behavior expectations and if needed consistent consequences. Over the last two years we have experienced a drop in parent participation due to communication; nonetheless, we provide parents an opportunity to join virtual or in person to different school functions.

Strengths

1. Returning Lead Team/Teachers who are all set to see the campus succeed

2. Giving parents multiple ways to get involved

3. Pre-calendared events

4. Buy in from campus stakeholders

5. Bi-weekly newsletter

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Students, parents and community are disconnected from the school culture	Lack of visibility of teachers and administration to community and families
2	Student bullying and behaviors (absences, acting out, drugs, fighting) not addressed or addressed to late.	Expectations for students and teachers in regards to behavior, discipline and consequences are unclear and inconsistent.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The stakeholders are not working as a team to ensure the success of the students and mission of the campus. Communication is not cascading down and all stakeholders are not bought into the mission/ success of IDEA Eastside.	The lack of communication and buy-in from stakeholders plays a role in lack of attendance and truancy. There is no sense of urgency or care when it comes to education and its importance.
2 ★	Campus is lacking bell to bell instruction	(2.a) Teachers failing to plan effectively and implement the structured curriculum provided (2.b.) Lack of accountability on leaders to coach teachers and provide lesson plan feedback
3 ★	No consistent or clear expectations for mentors for new teachers, and new teachers. This leads them to feel overwhelmed, out of touch and could possibly result in no commitment towards the campus.	A consistent mentor program that can utilize experienced teachers to better prepare and mentor new teachers daily, weekly, and monthly. This will lead to better overall performance, more of a commitment and an opportunity to build relationships for better work performance from the bottom up.
4 ★	Students, parents and community are disconnected from the school culture	Lack of visibility of teachers and administration to community and families

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Goals

Goal 1 We will increase the number of students attending T1/T2 Universities

Performance Objective 1

College Prep Average ACT score of 18 or better by high school graduation (HB3)

Strategy 1

ACT Tutoring after school

Strategy's Expected Result/Impact: Targeted ACT tutoring in the required contents will increase our overall ACT average

Staff Responsible for Monitoring: DCC/CC, ACT Prep teacher

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Strategy 2 ☑ Targeted Support Strategy

Ensure all scholars attend ACT Bootcamp

Staff Responsible for Monitoring: DCC/CC, ACT Prep

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress		

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Campus is lacking bell to bell instruction	(2.a) Teachers failing to plan effectively and implement the structured curriculum provided (2.b.) Lack of accountability on leaders to coach teachers and provide lesson plan feedback

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	No consistent or clear expectations for mentors for new teachers, and new teachers. This leads them to feel overwhelmed, out of touch and could possibly result in no commitment towards the campus.	A consistent mentor program that can utilize experienced teachers to better prepare and mentor new teachers daily, weekly, and monthly. This will lead to better overall performance, more of a commitment and an opportunity to build relationships for better work performance from the bottom up.

Performance Objective 2 ☑ High Priority

100% of graduates meet TSIA college readiness benchmark (HB3)

Evaluation Data Source: TSIA Scores, practice exams

Strategy 1

Ensure we are providing targeted instruction for all scholars who have not passed the TSIA assessment

Strategy's Expected Result/Impact: Increase in % of TSI exempt

Staff Responsible for Monitoring: DCC/CC, 12th grade team

Problem Statements: Student Learning 1

Title I: 2.5.1

Formative Reviews

Some Progress

November | March | July

Strategy 2

Ensure all scholars have ample opportunities to test.

Strategy's Expected Result/Impact: Multiple opportunities to obtain a passing score

Staff Responsible for Monitoring: DCC/CC, TC, 12th grade team

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Some Progress

November | March | July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Campus is lacking bell to bell instruction	(2.a) Teachers failing to plan effectively and implement the structured curriculum provided (2.b.) Lack of accountability on leaders to coach teachers and provide lesson plan feedback

Goal 2 Eastside will increase by one letter grade from 24-25SY to 25-26SY

Performance Objective 1

80% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Source: Summitk12, mock TELPAS

Strategy 1

Implement Summit K-12 with fidelity

Strategy's Expected Result/Impact: Increased familiarity with the platform and question types

Staff Responsible for Monitoring: ELL coordinator

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1, 2.5.3

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Implement targeted intervention time for all scholars taking the Telpas assessment

Strategy's Expected Result/Impact: Quicker turnaround to close gaps.

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1, 2.5.3

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The stakeholders are not working as a team to ensure the success of the students and mission of the campus. Communication is not cascading down and all stakeholders are not bought into the mission/success of IDEA Eastside.	The lack of communication and buy-in from stakeholders plays a role in lack of attendance and truancy. There is no sense of urgency or care when it comes to education and its importance.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Campus is lacking bell to bell instruction	(2.a) Teachers failing to plan effectively and implement the structured curriculum provided (2.b.) Lack of accountability on leaders to coach teachers and provide lesson plan feedback

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	No consistent or clear expectations for mentors for new teachers, and new teachers. This leads them to feel overwhelmed, out of touch and could possibly result in no commitment towards the campus.	A consistent mentor program that can utilize experienced teachers to better prepare and mentor new teachers daily, weekly, and monthly. This will lead to better overall performance, more of a commitment and an opportunity to build relationships for better work performance from the bottom up.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students, parents and community are disconnected from the school culture	Lack of visibility of teachers and administration to community and families

Performance Objective 2

100% of identified scholars meet required minutes per House Bill 1416

Evaluation Data Source: PowerBI

Strategy 1

Create and implement a tracking mechanism to ensure all scholars are meeting required number of hours.

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Ensure all HB1416 scholars are being provided the intervention period to meet required minutes

Staff Responsible for Monitoring: Danyelle Simmons

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July
Accomplished		

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Campus is lacking bell to bell instruction	(2.a) Teachers failing to plan effectively and implement the structured curriculum provided (2.b.) Lack of accountability on leaders to coach teachers and provide lesson plan feedback

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	No consistent or clear expectations for mentors for new teachers, and new teachers. This leads them to feel overwhelmed, out of touch and could possibly result in no commitment towards the campus.	A consistent mentor program that can utilize experienced teachers to better prepare and mentor new teachers daily, weekly, and monthly. This will lead to better overall performance, more of a commitment and an opportunity to build relationships for better work performance from the bottom up.

Performance Objective 3

60% of SPED Students attain approaches in STAAR by June 2026 (TEC 11.253(d)(2))

Strategy 1

Ensure IEP accommodations are being implemented with fidelity.

Strategy's Expected Result/Impact: Allows for appropriate accommodations and instructional approaches

Staff Responsible for Monitoring: SPED teacher/Coordinator

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Ensure all SPED scholars are receiving tutoring and intervention weekly.

Staff Responsible for Monitoring: Interventionists/API/Case Manager/ Gen Ed teacher

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The stakeholders are not working as a team to ensure the success of the students and mission of the campus. Communication is not cascading down and all stakeholders are not bought into the mission/success of IDEA Eastside.	The lack of communication and buy-in from stakeholders plays a role in lack of attendance and truancy. There is no sense of urgency or care when it comes to education and its importance.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Campus is lacking bell to bell instruction	(2.a) Teachers failing to plan effectively and implement the structured curriculum provided (2.b.) Lack of accountability on leaders to coach teachers and provide lesson plan feedback

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	No consistent or clear expectations for mentors for new teachers, and new teachers. This leads them to feel overwhelmed, out of touch and could possibly result in no commitment towards the campus.	A consistent mentor program that can utilize experienced teachers to better prepare and mentor new teachers daily, weekly, and monthly. This will lead to better overall performance, more of a commitment and an opportunity to build relationships for better work performance from the bottom up.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students, parents and community are disconnected from the school culture	Lack of visibility of teachers and administration to community and families

Performance Objective 4 ☑ High Priority

IDEA Eastside will increase meets and masters in ELA by 5%

Evaluation Data Source: District assessments

Strategy 1

Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Coach all teachers to mastery to ensure students are benefiting from a solid first teach.

Problem Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: STAAR Prep materials/General Supplies Title I Parent Reservation (4120-PAR),

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The stakeholders are not working as a team to ensure the success of the students and mission of the campus. Communication is not cascading down and all stakeholders are not bought into the mission/success of IDEA Eastside.	The lack of communication and buy-in from stakeholders plays a role in lack of attendance and truancy. There is no sense of urgency or care when it comes to education and its importance.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Campus is lacking bell to bell instruction	(2.a) Teachers failing to plan effectively and implement the structured curriculum provided (2.b.) Lack of accountability on leaders to coach teachers and provide lesson plan feedback

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	No consistent or clear expectations for mentors for new teachers, and new teachers. This leads them to feel overwhelmed, out of touch and could possibly result in no commitment towards the campus.	A consistent mentor program that can utilize experienced teachers to better prepare and mentor new teachers daily, weekly, and monthly. This will lead to better overall performance, more of a commitment and an opportunity to build relationships for better work performance from the bottom up.

Performance Objective 5

IDEA Eastside will increase meets and masters in Math by 7%

Strategy 1

Use iReady and Imagine Math to assist students with closing foundational gaps that are holding them back

Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Some Progress

November	March	July

Strategy 2

Provide targeted intervention daily for both contents.

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Accomplished

November	March	July

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Campus is lacking bell to bell instruction	(2.a) Teachers failing to plan effectively and implement the structured curriculum provided (2.b.) Lack of accountability on leaders to coach teachers and provide lesson plan feedback

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	No consistent or clear expectations for mentors for new teachers, and new teachers. This leads them to feel overwhelmed, out of touch and could possibly result in no commitment towards the campus.	A consistent mentor program that can utilize experienced teachers to better prepare and mentor new teachers daily, weekly, and monthly. This will lead to better overall performance, more of a commitment and an opportunity to build relationships for better work performance from the bottom up.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students, parents and community are disconnected from the school culture	Lack of visibility of teachers and administration to community and families

Goal 3 Eastside will increase student persistence from 24-25SY to 25-26SY

Performance Objective 1

Campus receives a score of proficient or higher on the campus safety scorecard for the 2025- 26 school year (TEC 11.253(d)(8))

Strategy 1

Ensure CCT meets monthly to address any safety concerns and proactively create solutions

Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1

Title I:

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Campus conducts and records all safety drills.

Staff Responsible for Monitoring: APO

Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The stakeholders are not working as a team to ensure the success of the students and mission of the campus. Communication is not cascading down and all stakeholders are not bought into the mission/success of IDEA Eastside.	The lack of communication and buy-in from stakeholders plays a role in lack of attendance and truancy. There is no sense of urgency or care when it comes to education and its importance.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	No consistent or clear expectations for mentors for new teachers, and new teachers. This leads them to feel overwhelmed, out of touch and could possibly result in no commitment towards the campus.	A consistent mentor program that can utilize experienced teachers to better prepare and mentor new teachers daily, weekly, and monthly. This will lead to better overall performance, more of a commitment and an opportunity to build relationships for better work performance from the bottom up.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students, parents and community are disconnected from the school culture	Lack of visibility of teachers and administration to community and families

Performance Objective 2 ☑ High Priority

100% of schools 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))

Strategy 1

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

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.3

Formative Reviews

Moderate Progress

November | March | July

Strategy 2

Engage more with parents on social media to promote family engagement events.

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.3

Formative Reviews

Moderate Progress

November | March | July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The stakeholders are not working as a team to ensure the success of the students and mission of the campus. Communication is not cascading down and all stakeholders are not bought into the mission/success of IDEA Eastside.	The lack of communication and buy-in from stakeholders plays a role in lack of attendance and truancy. There is no sense of urgency or care when it comes to education and its importance.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students, parents and community are disconnected from the school culture	Lack of visibility of teachers and administration to community and families

Performance Objective 3

100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1

Calendar non-negotiable dates to ensure deadline is adhered to.

Problem Statements: Demographics 1

Title I: 2.5.3

Formative Reviews

Accomplished

November	March	July

Strategy 2

Ensure all scholars attend the required trainings.

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.3

Formative Reviews

Accomplished

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The stakeholders are not working as a team to ensure the success of the students and mission of the campus. Communication is not cascading down and all stakeholders are not bought into the mission/success of IDEA Eastside.	The lack of communication and buy-in from stakeholders plays a role in lack of attendance and truancy. There is no sense of urgency or care when it comes to education and its importance.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students, parents and community are disconnected from the school culture	Lack of visibility of teachers and administration to community and families

Performance Objective 4

IDEA Eastside will increase persistence in 6th-10th grade by at least 10%

Strategy 1

Translate events/communication into Spanish to increase engagement and participation.

Strategy's Expected Result/Impact: 90% Student Persistence

Staff Responsible for Monitoring: Rasheda Goodwine

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Title I:

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Ensure all social media posts are scheduled multiple times before an event occurs

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

GRPIs will be incorporated as a part of the operating mechanism to approve campus events

Strategy's Expected Result/Impact: Clarity in who is responsible for what; Better informed stakeholders; Increase in participation, decrease in communication gap

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The stakeholders are not working as a team to ensure the success of the students and mission of the campus. Communication is not cascading down and all stakeholders are not bought into the mission/success of IDEA Eastside.	The lack of communication and buy-in from stakeholders plays a role in lack of attendance and truancy. There is no sense of urgency or care when it comes to education and its importance.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Campus is lacking bell to bell instruction	(2.a) Teachers failing to plan effectively and implement the structured curriculum provided (2.b.) Lack of accountability on leaders to coach teachers and provide lesson plan feedback

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	No consistent or clear expectations for mentors for new teachers, and new teachers. This leads them to feel overwhelmed, out of touch and could possibly result in no commitment towards the campus.	A consistent mentor program that can utilize experienced teachers to better prepare and mentor new teachers daily, weekly, and monthly. This will lead to better overall performance, more of a commitment and an opportunity to build relationships for better work performance from the bottom up.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students, parents and community are disconnected from the school culture	Lack of visibility of teachers and administration to community and families

Goal 4 Eastside ADA will increase from 24-25SY to 25-26SY

Performance Objective 1 ☑ High Priority

IDEA Eastside will see a decrease in chronically absent students by a minimum of 10%

Strategy 1

Implement ADA minute by minute and daily huddles to ensure scholars who are not present are receiving phone calls and next steps.

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.1, 2.5.3

Formative Reviews

November	March	July
Moderate Progress		

Strategy 2

Provide incentives for scholars who are meeting ADA guidelines

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.1, 2.5.3

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The stakeholders are not working as a team to ensure the success of the students and mission of the campus. Communication is not cascading down and all stakeholders are not bought into the mission/success of IDEA Eastside.	The lack of communication and buy-in from stakeholders plays a role in lack of attendance and truancy. There is no sense of urgency or care when it comes to education and its importance.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students, parents and community are disconnected from the school culture	Lack of visibility of teachers and administration to community and families

Performance Objective 2

100% of students from 6th-12th grade meet their MVPA minutes goal. (TEC 11.253(d)(10))

Strategy 1

Ensure all scholars are tracking using the provided instrument.

Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Ensure there is a weekly review of MVPA minutes and next steps to work towards the goal

Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Campus is lacking bell to bell instruction	(2.a) Teachers failing to plan effectively and implement the structured curriculum provided (2.b.) Lack of accountability on leaders to coach teachers and provide lesson plan feedback

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	No consistent or clear expectations for mentors for new teachers, and new teachers. This leads them to feel overwhelmed, out of touch and could possibly result in no commitment towards the campus.	A consistent mentor program that can utilize experienced teachers to better prepare and mentor new teachers daily, weekly, and monthly. This will lead to better overall performance, more of a commitment and an opportunity to build relationships for better work performance from the bottom up.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students, parents and community are disconnected from the school culture	Lack of visibility of teachers and administration to community and families

Performance Objective 3 ☑ High Priority

IDEA East side will see a 2% increase in 7th, 9th and 11th grade

Evaluation Data Source: ADA

Goal 5 Eastside Staff Retention will increase from 24-25SY to 25-26SY

Performance Objective 1

100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-26 school year.

Strategy 1

Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Title I:

Formative Reviews

November	March	July
Moderate Progress		

Strategy 2

Ensure tight loop coaching to help all teachers achieve mastery and gain confidence.

Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Title I:

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Campus is lacking bell to bell instruction	(2.a) Teachers failing to plan effectively and implement the structured curriculum provided (2.b.) Lack of accountability on leaders to coach teachers and provide lesson plan feedback

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	No consistent or clear expectations for mentors for new teachers, and new teachers. This leads them to feel overwhelmed, out of touch and could possibly result in no commitment towards the campus.	A consistent mentor program that can utilize experienced teachers to better prepare and mentor new teachers daily, weekly, and monthly. This will lead to better overall performance, more of a commitment and an opportunity to build relationships for better work performance from the bottom up.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students, parents and community are disconnected from the school culture	Lack of visibility of teachers and administration to community and families

Performance Objective 2

IDEA Eastside will achieve 80% overall AEES statements.

Evaluation Data Source: Pulse Surveys

Performance Objective 3 ☑ High Priority

IDEA Eastside will achieve 85% OPS retention.

Evaluation Data Source: Pulse surveys, staff retention benchmarks

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ADRIANA BERENICE REYES	TEACHER - INTERVENTIONIST	School-wide Program	1
MEGHAN CUDE	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$33,451.43
				+/- Difference	**$33,451.43**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,486.77
				+/- Difference	**$6,486.77**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,018.66
				+/- Difference	**$10,018.66**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,025.40
				+/- Difference	**$4,025.40**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	4	2	STAAR Prep materials/General Supplies	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,288.46
				+/- Difference	**$2,288.46**

IDEA Public Schools



Edgecliff Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:25 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Goals 7

Goal 1 : Improve overall meets/masters data across all subjects from 41/15 to 55/25. 8

Goal 2 : 80% of 4th and 5th grade students will meet or exceed their growth targets on t... 9

Goal 3 : 100% of students will receive all allowable accommodations and modifications. 11

Goal 4 : Implement a comprehensive MTSS System. 12

Goal 5 : Improve family engagement participation 16

Title I Summary 17

Title I Personnel 18

Comprehensive Needs Assessment

Demographics

Summary

We are a public charter school who believes in students going to and through college, with our Academy focusing on getting students reading at their grade level first. Additionally, students are improving their writing skills in preparation of state testing and a rigorous middle school curriculum. We reside in District 8th in Fort Worth, TX where we had the second highest percentage of students meeting grade level standards at 38%. IDEA Edgecliff Academy serves Kinder through 5th grade students who are 78.81% economically disadvantaged, so our school provides free breakfast, lunch, and supper. Our school community is made up of 54.52% Hispanic/Latino students, resulting in a 27.26% Emergent Bilingual student population. Students of African-American descent make up the second largest group of students at 34.89% and less than 11% of the student population is of American Indian, Asian, White, or other race. 39.41% of our students are also considered At-Risk, and 30.97% of students receiving special services is due to a learning disability. IDEA Edgecliff Academy staff is made up of veteran leaders and veteran teachers, some of which are part of the founding staff from our 2020 launch.

Strengths

Chronic absenteeism for IDEA Edgecliff from 15.70% in 2023-2024 to 11.03% in 2024-2025, exceeding our campus goal of 11.89%.

The campus also met the overall ADA goal with 95.25% vs 94.90% goal. Academy's ADA was slightly below goal at 94.80% with Kinder having the lowest ADA of all Academy grade levels.

Edgecliff Academy also met the staff retention goal with only 5 staff leavers during the school year, one of which was due to retirement.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Although we saw a decrease in chronic absenteeism compared to last year, we still saw a persistent issue with some of the same students from previous years missing over 10% of the school year. This pattern of frequent absences disrupts learning, widens achievement gaps, and undermines efforts to improve student outcomes and school performance.	Socioeconomic challenges affecting transportation, unstable housing, and the need to care for siblings contributed to some of our student absences. Additionally, limited parent involvement, lack of awareness about attendance policies, and community norms that do not prioritize regular attendance exacerbate the problem.
2	Academy experienced a significant increase in bullying incidents, both on and off campus. A growing number of these cases were linked to social media platforms in upper Academy, where students engaged in cyberbullying that often spilled over into the school environment, affecting student well-being, academic performance, and school safety.	The rise in bullying incidents was primarily driven by the pervasive and unsupervised use of social media among students with 24/7 connectivity, anonymity, lack of accountability, and inadequate monitoring contributing to the cyberbullying problem.

★ = Priority

Goals

Goal 1 Improve overall meets/masters data across all subjects from 41/15 to 55/25.

Performance Objective 1

Improve math meets/masters by 15/10 across 3rd -5th grade

Strategy 1

100% of teachers receive weekly lesson plan feedback

Formative Reviews



Strategy 2

100% of teachers will post exit ticket data for every class period

Formative Reviews



Performance Objective 2

Improve Accelerated Instruction student passing performance in math by 20%.

Goal 2 80% of 4th and 5th grade students will meet or exceed their growth targets on the STAAR Test

Performance Objective 1

100% of 4th and 5th grade teachers will track students towards growth targets.

Strategy 1

100% of teachers will have data convos/SWAMS afer major assessments

Formative Reviews



Strategy 2

100% of teachers will identify and track student growth targets.

Formative Reviews



Strategy 3

100% of leaders will identify and track "mover" students

Formative Reviews



Performance Objective 2

100% of 4th and 5th grade teachers will inform their tutorial lists based on students that are off-track of their growth target

Performance Objective 3

100% of of 4th and 5th grade teachers will provide targeted feedback and intervention to students that are off-track of their growth target.

Performance Objective 4

100% of students that regressed on the STAAR Test from 3rd to 4th grade will meet or exceed their growth target for 5th grade.

Goal 3 100% of students will receive all allowable accommodations and modifications.

Performance Objective 1

100% of teachers will track accommodations/modifications for all students

Strategy 1

Implement a snapshot tracking system for accommodations

Formative Reviews

November	March	July
Accomplished	Accomplished	

Strategy 2

100% of IEP paperwork will be error free

Formative Reviews

November	March	July
Considerable Progress		

Strategy 3

100% of referrals will be completed within the 45 school day window.

Formative Reviews

November	March	July
Considerable Progress		

Performance Objective 2

Improve STAAR Performance for SPED students by 20% across all grade levels.

Goal 4 Implement a comprehensive MTSS System.

Performance Objective 1

100% of 1st-5th grade students will participate in the fitnessgram.

Strategy 1

100% of students in PE will utilize the watches.

Formative Reviews

November	March	July
Considerable Progress		

Strategy 2

100% of students in PE will participate in all parts of the fitnessgram.

Formative Reviews

November	March	July
Considerable Progress		

Performance Objective 2

Implement a universal curriculum for SEL and violence prevention.

Strategy 1

100% of teachers will show MTW, daily.

Formative Reviews

November	March	July
Considerable Progress		

Strategy 2

Use Safer, Smarter Schools by the end of September

Formative Reviews

November	March	July
Accomplished	Accomplished	

Performance Objective 3

Reduce chronic absenteeism by 20%

Strategy 1

APO will track and manage chronic absentee list

Formative Reviews

November	March	July
Considerable Progress		

Strategy 2

Incentivize chronic absentee kids who get on track.

Formative Reviews

November	March	July
Considerable Progress		

Performance Objective 4

Improve kinder ADA from 93.97% to 94.5%

Strategy 1

Plan and execute on ADA incentives that are tailored to kinder students

Formative Reviews

Considerable Progress

November | March | July

Strategy 2

100% of teachers will report out in the ADA chat every day.

Formative Reviews

Considerable Progress

November | March | July

Performance Objective 5

100% of teachers will award 10 points per student per week

Strategy 1

Send out data blasts of point progress every week

Formative Reviews

Considerable Progress

November | March | July

Performance Objective 6

100% of Grade Teams will identify and track students of concern

Strategy 1

Conduct monthly MTSS meetings with each grade level

Formative Reviews

Considerable Progress

November | March | July

Strategy 2

Conduct monthly MTSS meetings with each grade team leaders.

Formative Reviews



November | March | July

Goal 5 Improve family engagement participation

Performance Objective 1

Execute on a family engagement activity no less than 1x/month

Strategy 1

Each grade level will own a family engagement event for the year

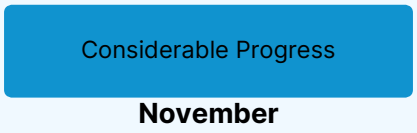
Formative Reviews



Strategy 2

Plan school-wide engagement events on a year-long calendar

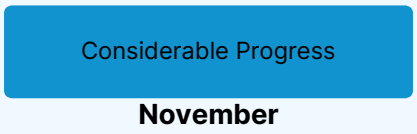
Formative Reviews



Strategy 3

Track parent attendance for each event through sign-in sheets

Formative Reviews



Performance Objective 2

Improve overall persistence from 87% to 90% for the 2025-2026 school year.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
CHARITY STALLINGS GRAY	TEACHER - INTERVENTIONIST	School-wide Program	1
DESIREE DIANE BATISTA	COTEACHER	School-wide Program	1
GUADALUPE ALEJAN VALERIO RODRIGUEZ	SR. COTEACHER	School-wide Program	1
JORDEN ZACTAVIA HARDY	COTEACHER	School-wide Program	1
JUANITA GONZALEZ MUNOZ	COTEACHER	School-wide Program	1
JULIE BOLLMAN	TEACHER - INTERVENTIONIST	School-wide Program	1
KAIYA NIKOHL SMITH	COTEACHER	School-wide Program	1
MEGAN EILEEN SOTELO	COTEACHER	School-wide Program	1
NANETTE ETTA DAY	SR. COTEACHER	School-wide Program	1

IDEA Public Schools

Edgecliff College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:28 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Goals 17

Goal 1 : Lead Edgecliff College Prep to exceed 65% Meets average on STAAR across test... 18

Goal 2 : Increase Math Meets performance by % compared to the SY24-25 baseline 22

Goal 3 : Increase ADA by 1% driven by culture reboot, PBIS/SEL integration, and daily dat... 24

Goal 4 : Increase staff retention supported by the robust talent development and suppor... 27

Goal 5 : Improve persistence for both high school students and 8th-9th grade transitions... 30

Comprehensive Needs Assessment

Demographics

Summary

We are a public charter school who believes in students going to and through college. We reside in District 8th in Fort Worth, TX where we had the highest percentage of students meeting grade level standards. IDEA Edgecliff served 6th through 10th grade students for the 24-25 school year, out of which 78.81% were identified as economically disadvantaged. Our school community was made up of 59.77% Hispanic/Latino students, resulting in a 37.42% Emergent Bilingual student population. 56.13% of our students were also considered At-Risk, and 50.57% of students receiving special services were due to a learning disability. We are currently a full-scale middle school with our second set of AP courses being offered to students in 9th grade and above. Our Early College kicked off in March of 2024 through our partnership with Tarrant County Community College that grants participating students the opportunity to graduate with an Associate's Degree. With our HS cohorts came the implementation of our CTE program focused in cybersecurity and software programming with CTE courses being offered as early as 7th grade for the 25-26 SY and continued TSA competitions for HS students. The upcoming school year will also see an expanded art program with theater and graphic design classes being added. Our teacher population has also had a positive impact on students as many come from the same background as the students we currently serve. Additionally, our male staff population has seen an increase over the years, helping establish positive male role models and mentors for students.

Strengths

IDEA Edgecliff has received both internal and TEA A-ratings since its launch in 2020.

CTE students have participated in TSA competitions since the 2023-2024 school year and advanced to the Texas State Conference competitions for the 204-2025 school year.

IDEA Edgecliff saw its second cohort of dual credit students enrolled in college-level courses for the 2025 Spring Semester.

The school also met and surpassed its overall student persistence and attendance goals for the school year with the top PTGs in the region.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Middle and high school grade levels experienced a significant increase in bullying incidents, both on and off campus. A growing number of these cases were linked to social media platforms, where students engaged in cyberbullying that often spilled over into the school environment, affecting student well-being, academic performance, and school safety.	The rise in bullying incidents was primarily driven by the pervasive and unsupervised use of social media among students with 24/7 connectivity, anonymity, lack of accountability, and inadequate monitoring contributing to the cyberbullying problem.
2 ★	There is a noticeable lack of parent buy-in and engagement in school initiatives, events, and student learning activities. This disengagement negatively impacts student achievement, school culture, and the effectiveness of educational programs.	Inconsistent engagement opportunities, lack of inclusion, and perceived irrelevance all contributed to the lack of buy in from parents as they sometimes felt undervalued, did not have opportunities to participate in meaningful engagement events or did not see the value in activities and therefore chose to not participate.
3 ★	Although we saw a decrease in chronic absenteeism compared to last year, we still saw a persistent issue with some of the same students from previous years missing over 10% of the school year. This pattern of frequent absences disrupts learning, widens achievement gaps, and undermines efforts to improve student outcomes and school performance.	Socioeconomic challenges affecting transportation, unstable housing, and the need to care for siblings contributed to some of our student absences. Additionally, limited parent involvement, lack of awareness about attendance policies, and community norms that do not prioritize regular attendance exacerbate the problem.
4 ★	A significant portion of the student population in the school consists of students with learning disabilities who require specialized support to succeed academically. However, the current level of support services is inadequate, leading to gaps in learning, decreased academic performance, and increased frustration among students and staff.	The lack of effective support services for sped students stemmed from a year-long understaffing problem in the sped department, overloaded caseloads, and limited access to resources and tools also seen in student learning results.

★ = Priority

Student Learning

Summary

Our campus has made notable progress in student growth, earning a Domain 2 score of 90 (A). Math Growth (93%) and ELA Growth (77%) are high-performing areas, indicating effective interventions and progress monitoring systems. However, we earned a Domain 1 score of 80 (B) and a Domain 3 score of 87 (B), signaling persistent performance gaps in achieving Meets and Masters level performance across student groups.

Mock STAAR data reveal the following subgroup data points:

- Special Education: 45% Approaches, 19% Meets, 7% Masters
- African American: 73% Approaches, 44% Meets, 19% Masters
- EL/EB: 83% Approaches, 62% Meets, 25% Masters
- Economically Disadvantaged: 78% Approaches, 55% Meets, 22% Masters

While EL students show promising growth and Meets performance, Special Education and African American students remain underperforming. TELPAS proficiency is at 70%, and ELA Meets overall is just 40%, significantly below our 60% campus target. These patterns suggest strong growth systems, but a need to increase rigor and alignment in Tier 1 instruction to boost achievement.

Strengths

- 93% Math Growth and 77% ELA Growth – among the highest performance areas.
- EL/EB students exceeded the 60% Meets target in mock STAAR (62% Meets, 25% Masters).
- Domain 2 rating of 90 (A) shows robust progress monitoring systems are effective.
- Data-driven instruction and regular analysis cycles are supporting subgroup acceleration.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Special Education students are significantly underperforming in STAAR mock assessments, with only 19% Meets and 7% Masters.	Teachers lack planning support to embed SPED scaffolds into Tier 1. Lessons are not consistently inclusive or rigorous, limiting OTG performance for SPED students.
2 ★	African American students' performance in Meets (44%) and Masters (19%) is below campus targets and lags behind other subgroups.	Culturally responsive teaching and small group re-teach plans are inconsistent. Tutorial attendance and daily attendance are low, reducing access to instruction.
3 ★	ELA Meets performance is 40%, falling well below the campus goal of 60% throughout the year. Meets in math still remain an area of opportunity. HS RLA - Masters and growth attainment on STAAR is significantly below average.	Lesson tasks lack STAAR rigor and do not address key skills. Planning misalignment weakens Tier 1 and OTG performance.

★ = Priority

School Processes & Programs

Summary

At our campus, we continue to develop instructional leaders through layered supports that combine internal coaching, district-wide professional development, and targeted external resources. Leaders are supported through structures modeled after RELAY graduate fellowship programs, which most instructional staff have attended. First-year leaders receive scaffolded support through district development sessions and individualized coaching from regional content leads.

The principal remains the primary driver of leadership development on campus by leveraging real-time feedback, co-planning, modeling, and instructional walkthroughs aligned to the district's School Leadership Levers. This ensures that coaching is not only aligned to strategic goals but also individualized to each leader's needs.

Curriculum & Instruction is guided by the *Guide to Excellent Teaching (GET)* rubric, with campus leaders implementing an intentional coaching cycle that includes rehearsal, observation, feedback, and celebration. However, we identified that while teachers received robust training on instructional strategies, internalization of unit plans and assessments was inconsistent. This was largely due to a lack of structured, ongoing opportunities to deeply unpack the scope of each unit and anticipate misconceptions. In response, we have begun embedding *unit internalization protocols* and *collaborative content meetings* into the weekly schedule to build shared understanding and improve instructional alignment.

Strengths

- **High Student Persistence (94.8%)**
    - *Rationale*: This indicates students and families find value in the systems and academic experience offered, signaling strong student onboarding and culture-building structures.
- **Strong Staff Retention (90.2%)**
    - *Rationale*: A high percentage of staff return year over year, suggesting positive working conditions, structured coaching support, and job-embedded professional development.
- **High ADA (95.66%)**
    - *Rationale*: Daily attendance averages suggest that systems to monitor and support student presence are both effective and consistently implemented.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Teachers are not consistently internalizing unit plans and assessments, leading to variable instructional delivery.	There is a lack of structured, ongoing support for teachers to deeply internalize and plan around the full unit scope and common misconceptions, despite existing PD sessions.
2 ★	Family engagement remains minimal and event-based, limited to report card pickup and one seasonal celebration.	The campus lacks a year-round family engagement plan and dedicated ownership structures to coordinate high-impact parent involvement strategies.
3 ★	Differentiation and support strategies for priority student groups (SPED, ELL, RTI) are inconsistently planned or implemented.	Teachers are not consistently customizing instruction using student achievement data due to limited collaborative planning time and support with data interpretation.
4	The GET rubric is not consistently embedded in coaching feedback or instructional planning, leading to misalignment between observed teaching practices and expectations for excellent instruction.	While the GET rubric is referenced during professional development and evaluations, there is limited ongoing calibration and shared understanding of how to apply it in real-time coaching, lesson planning, and classroom walkthroughs. This has created inconsistency in how instructional excellence is defined, modeled, and reinforced across grade levels and content areas.

★ = Priority

Perceptions

Summary

Our campus culture reflects a strong foundation of student-staff relationships and a shared commitment to academic and behavioral expectations. Conflict is addressed through proactive systems including mediations and individual student check-ins. Teachers report that these supports have contributed to a decline in classroom disruptions compared to the previous year. However, implementation varies across grade levels, and some staff note the need for greater consistency and follow-up.

Staff retention has shown a slight improvement compared to the past two years, a positive trend attributed in part to strengthened onboarding systems and early career support. Nonetheless, exit interviews and informal feedback highlight ongoing challenges including lack of sustained support, safety concerns, personal or family-related issues, and workload-related stress. Culture and communication remain key areas for continued growth. AEES staff survey results indicate promising perceptions in areas of relationships, trust, and partnerships, especially for staff in their first year.

Student persistence is strengthened by strong relationships with staff and a culture of high expectations. However, challenges such as student movers, transportation issues, and limited access to extracurricular opportunities continue to impact student engagement and attendance.

Parent and community engagement is measured through participation in family events, surveys, and academic conferences. While turnout has increased for recent events, participation disparities persist due to scheduling conflicts, transportation barriers, and limited language access. Expanding our communication efforts and translation services remains a key priority in our family engagement strategy.

Strengths

- **Strong Student-Staff Relationships**
  Students and staff benefit from a campus culture that emphasizes connection, support, and trust—evident in proactive conflict resolution strategies and positive climate survey results.
- **Improved First-Year Staff Experience**
  Onboarding and mentoring systems have strengthened, with AEES staff survey data reflecting improved experiences for new hires, especially in relationship-building and access to support.
- **Increased Family Engagement**
  Participation in fall family events has grown, signaling stronger communication and deeper partnerships with families and community stakeholders.
- **Collaborative and Trusting Staff Culture**
  The majority of staff report trusting relationships and a sense of belonging, supported by AEES indicators around trust and partnership—even amid ongoing retention challenges.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Some staff continue to leave the campus due to ongoing concerns about workload, lack of sustained support, safety, and challenges balancing personal and professional responsibilities. In addition, some staff report difficulty building trust and strong working relationships within their teams, which impacts overall morale and our "Team & Family" culture.	While support systems exist, they are not consistently implemented or tailored to staff needs. Additionally, there are limited structures in place to intentionally build team trust, promote collaboration, and reinforce a positive, unified staff culture across grade levels and departments.
2 ★	Student persistence is impacted by non-academic barriers such as unstable transportation, frequent moves, and limited access to extracurricular programs.	Although systems like the mission list exist to identify at-risk students, follow-through on interventions and cross-team coordination is inconsistent, limiting the impact of supports related to mobility, transportation, and engagement.
3 ★	While overall family participation has increased, engagement remains inconsistent--especially among families facing language barriers, limited transportation, or scheduling conflicts.	The campus does not yet have an inclusive, multilingual family engagement strategy that proactively addresses access barriers and ensures all families can participate meaningfully in school events and decision-making opportunities.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Middle and high school grade levels experienced a significant increase in bullying incidents, both on and off campus. A growing number of these cases were linked to social media platforms, where students engaged in cyberbullying that often spilled over into the school environment, affecting student well-being, academic performance, and school safety.	The rise in bullying incidents was primarily driven by the pervasive and unsupervised use of social media among students with 24/7 connectivity, anonymity, lack of accountability, and inadequate monitoring contributing to the cyberbullying problem.
2	There is a noticeable lack of parent buy-in and engagement in school initiatives, events, and student learning activities. This disengagement negatively impacts student achievement, school culture, and the effectiveness of educational programs.	Inconsistent engagement opportunities, lack of inclusion, and perceived irrelevance all contributed to the lack of buy in from parents as they sometimes felt undervalued, did not have opportunities to participate in meaningful engagement events or did not see the value in activities and therefore chose to not participate.
3	Although we saw a decrease in chronic absenteeism compared to last year, we still saw a persistent issue with some of the same students from previous years missing over 10% of the school year. This pattern of frequent absences disrupts learning, widens achievement gaps, and undermines efforts to improve student outcomes and school performance.	Socioeconomic challenges affecting transportation, unstable housing, and the need to care for siblings contributed to some of our student absences. Additionally, limited parent involvement, lack of awareness about attendance policies, and community norms that do not prioritize regular attendance exacerbate the problem.
4	A significant portion of the student population in the school consists of students with learning disabilities who require specialized support to succeed academically. However, the current level of support services is inadequate, leading to gaps in learning, decreased academic performance, and increased frustration among students and staff.	The lack of effective support services for sped students stemmed from a year-long understaffing problem in the sped department, overloaded caseloads, and limited access to resources and tools also seen in student learning results.
5	African American students' performance in Meets (44%) and Masters (19%) is below campus targets and lags behind other subgroups.	Culturally responsive teaching and small group re-teach plans are inconsistent. Tutorial attendance and daily attendance are low, reducing access to instruction.

6

Special Education students are significantly underperforming in STAAR mock assessments, with only 19% Meets and 7% Masters.

Teachers lack planning support to embed SPED scaffolds into Tier 1. Lessons are not consistently inclusive or rigorous, limiting OTG performance for SPED students.

7

ELA Meets performance is 40%, falling well below the campus goal of 60% throughout the year. Meets in math still remain an area of opportunity. HS RLA - Masters and growth attainment on STAAR is significantly below average.

Lesson tasks lack STAAR rigor and do not address key skills. Planning misalignment weakens Tier 1 and OTG performance.

8

Teachers are not consistently internalizing unit plans and assessments, leading to variable instructional delivery.

There is a lack of structured, ongoing support for teachers to deeply internalize and plan around the full unit scope and common misconceptions, despite existing PD sessions.

9

Family engagement remains minimal and event-based, limited to report card pickup and one seasonal celebration.

The campus lacks a year-round family engagement plan and dedicated ownership structures to coordinate high-impact parent involvement strategies.

10

Differentiation and support strategies for priority student groups (SPED, ELL, RTI) are inconsistently planned or implemented.

Teachers are not consistently customizing instruction using student achievement data due to limited collaborative planning time and support with data interpretation.

11

Some staff continue to leave the campus due to ongoing concerns about workload, lack of sustained support, safety, and challenges balancing personal and professional responsibilities. In addition, some staff report difficulty building trust and strong working relationships within their teams, which impacts overall morale and our "Team & Family" culture.

While support systems exist, they are not consistently implemented or tailored to staff needs. Additionally, there are limited structures in place to intentionally build team trust, promote collaboration, and reinforce a positive, unified staff culture across grade levels and departments.

12 ★

Student persistence is impacted by non-academic barriers such as unstable transportation, frequent moves, and limited access to extracurricular programs.

Although systems like the mission list exist to identify at-risk students, follow-through on interventions and cross-team coordination is inconsistent, limiting the impact of supports related to mobility, transportation, and engagement.

13 ★

While overall family participation has increased, engagement remains inconsistent--especially among families facing language barriers, limited transportation, or scheduling conflicts.

The campus does not yet have an inclusive, multilingual family engagement strategy that proactively addresses access barriers and ensures all families can participate meaningfully in school events and decision-making opportunities.

★ = Priority

Goals

Goal 1

Lead Edgecliff College Prep to exceed 65% Meets average on STAAR across tested grades, through strengthened Tier 1 instruction and data - driven practices.

Performance Objective 1

Increase % ofD3 sub groups and SPED students achieving Meets on STAAR Reading/Math to within 5pp of campus average by May 2026.

Strategy 1

Launch data-driven PLC cycles led by content leaders to target planning and internalization for d3 sub groups & SPED subgroups.

Strategy's Expected Result/Impact: 90% of teacher proficient in Guidepost 1 by May 2026

Staff Responsible for Monitoring: Instructional Team and Content Leaders

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Title I:

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Considerable Progress	

Strategy 2

Implement targeted Tier 2/3 MTSS interventions monitored in weekly Grade Team MTSS meetings and monthly Lead Team MTSS meetings.

Strategy's Expected Result/Impact: Completion of HB1416 min and increase in overall STAAR performance

Staff Responsible for Monitoring: principal and grade team leaders

Problem Statements: Student Learning 1 - School Processes & Programs 3

Title I: 2.5.3

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Special Education students are significantly underperforming in STAAR mock assessments, with only 19% Meets and 7% Masters.	Teachers lack planning support to embed SPED scaffolds into Tier 1. Lessons are not consistently inclusive or rigorous, limiting OTG performance for SPED students.
2	African American students' performance in Meets (44%) and Masters (19%) is below campus targets and lags behind other subgroups.	Culturally responsive teaching and small group re-teach plans are inconsistent. Tutorial attendance and daily attendance are low, reducing access to instruction.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers are not consistently internalizing unit plans and assessments, leading to variable instructional delivery.	There is a lack of structured, ongoing support for teachers to deeply internalize and plan around the full unit scope and common misconceptions, despite existing PD sessions.
3	Differentiation and support strategies for priority student groups (SPED, ELL, RTI) are inconsistently planned or implemented.	Teachers are not consistently customizing instruction using student achievement data due to limited collaborative planning time and support with data interpretation.

Performance Objective 2

(REQUIRED) Ensure 100% of SPED scholars receive allowable accommodations/modifications to increase achievement, as evidenced by weekly accurate campus accommodations snapshot submissions.

Strategy 1

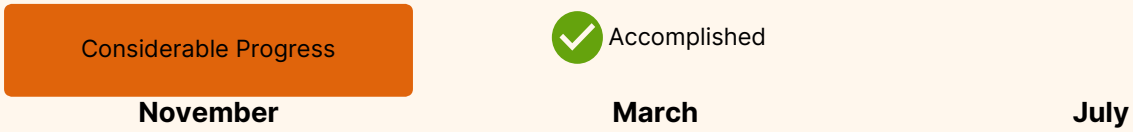
Implement weekly accommodations snapshot collection & validation process aligned with SPED compliance deadlines.

Strategy's Expected Result/Impact: 100% compliance at mid year audit and EOY audit

Staff Responsible for Monitoring: APIs

Problem Statements: School Processes & Programs 3

Formative Reviews



Strategy 2

Conduct monthly SPED-focused data dives during Lead Team MTSS meetings.

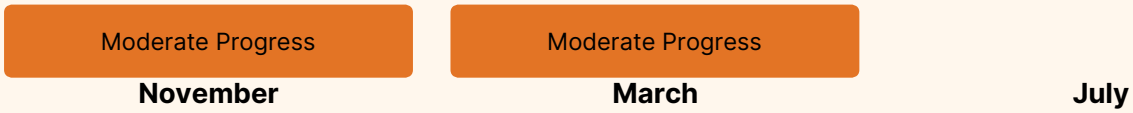
Formative Reviews



Strategy 3

Provide targeted training and real time coaching cycles for all tested teachers on accommodations implementation during lesson internalization PLC cycles.

Formative Reviews



Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Differentiation and support strategies for priority student groups (SPED, ELL, RTI) are inconsistently planned or implemented.	Teachers are not consistently customizing instruction using student achievement data due to limited collaborative planning time and support with data interpretation.

Performance Objective 3

Ensure 100% of tested content teachers implement the GET-driven lesson planning cycle and vertical PLC alignment process with [?] 90% fidelity

Strategy 1

Content leaders will facilitate all GET-aligned lesson internalization and vertical PLC cycles weekly.

Formative Reviews



Strategy 2

Principal/API conduct monthly fidelity checks (quarter 1 weekly LP norming) with content leaders to monitor LP compliance and cycle implementation.

Formative Reviews



Strategy 3

Provide weekly coaching for content leaders on facilitating high-quality planning and PLCs.

Formative Reviews



Goal 2 Increase Math Meets performance by % compared to the SY24-25 baseline

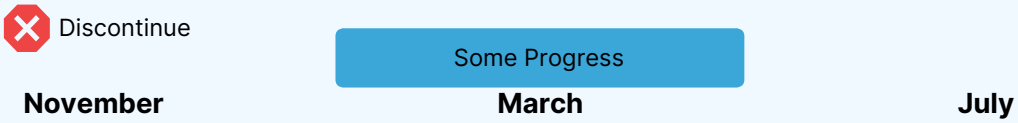
Performance Objective 1

Increase % of Tier 1/2 students demonstrating Meets growth on STAAR Math by [?] 15pp.

Strategy 1

Implement weekly small group instruction in Math, using high-leverage practices and aligned intervention curriculum.

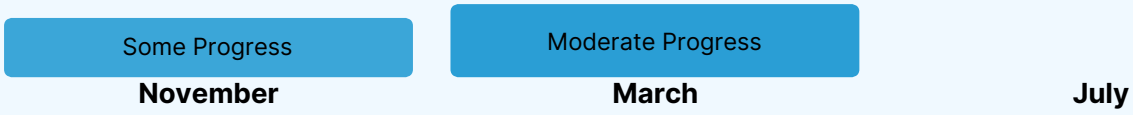
Formative Reviews



Strategy 2

Monitor intervention plans and progress for Tier 1/2 students in Grade Team MTSS meetings.

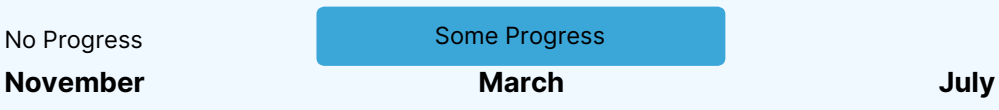
Formative Reviews



Strategy 3

Utilize Math-specific DDI cycles (biweekly) to drive reteach priorities for below-Meets students.

Formative Reviews



Performance Objective 2

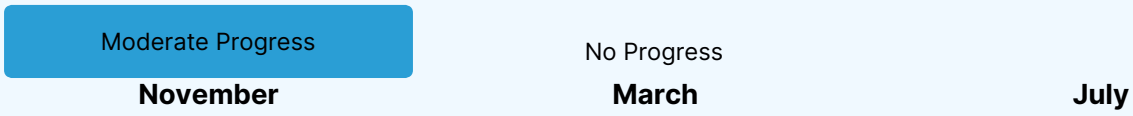
Ensure 100% of 6th and 7th grade students engage daily in a 45-minute Catalyst class utilizing an

individualized learning platform, with effective progress monitoring aligned to Meets targets.

Strategy 1

Implement monthly progress monitoring and goal-setting cycles for Catalyst students, led by Catalyst teachers and GTLs.

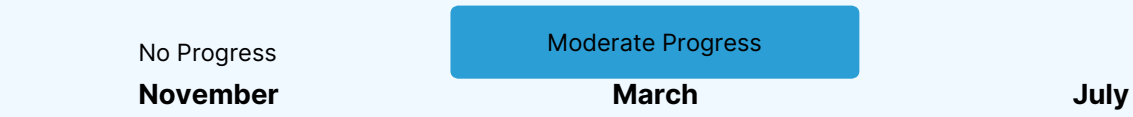
Formative Reviews



Strategy 2

Use Catalyst data to inform reteach priorities and Tier 2/3 small group pullouts.

Formative Reviews



Goal 3 Increase ADA by 1% driven by culture reboot, PBIS/SEL integration, and daily data-driven attendance ownership.

Performance Objective 1

Increase ADA for the campus to 95.5%.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Conduct weekly ADA huddles to review attendance trends and identify T2/T3 students.

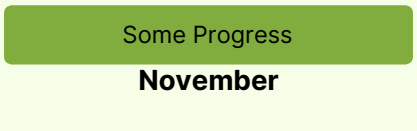
Formative Reviews



Strategy 2

Implement family partnership protocols (home visits, phone calls, attendance agreements) for Tiered students.

Formative Reviews



Strategy 3

Track and report subgroup ADA weekly to Lead Team for ongoing adjustment and support.

Formative Reviews



Performance Objective 2

Decrease chronic absenteeism among Tier 2 and Tier 3 students by 2% from 2024 baseline.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Utilize the district ADA Escalation Matrix to ensure consistent, timely escalation of Tiered attendance cases.

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Implement SEL and PBIS supports to increase belonging and attendance for Tiered students.

Formative Reviews

November	March	July
Some Progress		

Strategy 3

Use Grade Team MTSS meetings to problem-solve chronic absenteeism cases and monitor intervention effectiveness.

Formative Reviews

November	March	July
Some Progress		

Performance Objective 3

Implement 100% fidelity to the district ADA Escalation Matrix system to manage chronic absenteeism.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Train Lead Team, GTLs, and teachers on Escalation Matrix roles, timelines, and expectations.

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Conduct weekly audits of ADA Escalation Matrix tracker to ensure timely and appropriate interventions are in place.

Formative Reviews

No Progress

November **March** **July**

Strategy 3

Include ADA Escalation Matrix compliance as a standing agenda item in weekly ADA huddles and weekly Lead Team MTSS.

Formative Reviews

No Progress

November **March** **July**

Goal 4 Increase staff retention supported by the robust talent development and support systems.

Performance Objective 1

1. Achieve [?] 85% positive staff responses on AEES leadership support items.

Strategy 1

A. Implement differentiated coaching & development plans for all staff.

Formative Reviews

November	March	July

Strategy 2

B. Launch quarterly staff culture & wellness feedback/leader 360 feedback surveys and respond with action cycles.

Formative Reviews

November	March	July

Strategy 3

C. Facilitate bi-weekly 1:1 leadership check-ins with teacher leaders.

Formative Reviews

November	March	July

Performance Objective 2

2. Ensure [?] 85% SPED and first-year teachers are retained through SY25-26.

Strategy 1

A. Implement targeted onboarding, coaching, and support structures for SPED and new teachers.

Formative Reviews

November	March	July

Strategy 2

B. Conduct monthly principal/API check-ins and pulse checks with SPED and first-year teachers.

Formative Reviews

November	March	July

Strategy 3

C. Provide priority access to supports through teacher yearlong management and mentorship.

Formative Reviews

November	March	July

Performance Objective 3

3. Ensure 100% of staff complete quarterly wellness & culture feedback pulse surveys.

Strategy 1

A. Embed survey participation into staff meetings and PD calendar.

Formative Reviews

November	March	July

Strategy 2

B. Incentivize 100% participation through recognition and staff celebrations.

Formative Reviews

November	March	July

Strategy 3

C. Utilize survey results to drive transparent campus culture improvement cycles.

Formative Reviews

November	March	July

Goal 5

Improve persistence for both high school students and 8th-9th grade transitions through guidance counseling and engagement systems.

Performance Objective 1

1. (REQUIRED) Implement a campus-wide family partnership and involvement program that supports student persistence with [?]90% of families participating in at least one engagement event.

Strategy 1

A. GTLs and Counselor will conduct monthly joint reviews of persistence risk data and assign ownership for student/family outreach/events

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 2

B. Implement structured monthly engagement cycles (touchpoints, family meetings, goal setting) for Tiered students identified as persistence risks.

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 3

C. Facilitate at least two family academic partnership events per semester (Dual Credit Night, Literacy/Math Nights, Transition Nights, AP Nights) with targeted outreach to under-engaged families

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2

2. Implement 100% fidelity to 9th grade transition supports (SEL curriculum, bridge program, peer mentoring).

Strategy 1

B. Monitor SEL & Advisory implementation through biweekly progress checks.

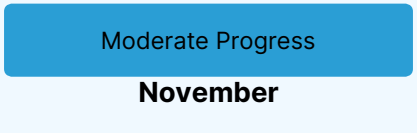
Formative Reviews



Strategy 2

C. Facilitate monthly Lead Team reviews of transition support fidelity.

Formative Reviews



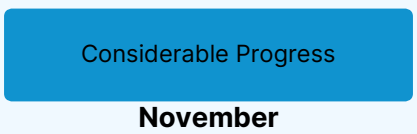
Performance Objective 3

3. (REQUIRED) Implement 100% fidelity to the campus violence prevention and intervention plan, including SEL curriculum, PBIS systems, and restorative practices cycles.

Strategy 1

A. Implement SEL Advisory lessons aligned to district violence prevention standards.

Formative Reviews



Strategy 2

B. Train all staff on restorative practices and de-escalation strategies; monitor use via incident reviews.

Formative Reviews



Strategy 3

C. Facilitate monthly Lead Team review of discipline and incident data to drive proactive interventions.

Formative Reviews



Performance Objective 4

4. (REQUIRED) Ensure 100% of students participate in the Coordinated Health Program, including FitnessGram assessment, Healthy Kids Here activities, and [?]135 minutes/week of moderate to vigorous physical activity.

Strategy 1

A. Administer FitnessGram to 100% of required students with results reviewed by leadership.

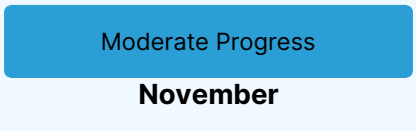
Formative Reviews



Strategy 2

B. Launch Healthy Kids Here events quarterly to promote health and wellness campus-wide.

Formative Reviews



IDEA Public Schools



Edgemere Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:28 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 12

Priority Problem Statements 15

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 19

Goals 20

Goal 1 : IDEA Edgemere Academy increases performance bands in meets and masters in ... 21

Goal 2 : IDEA Edgemere Academy scholars will demonstrate strong foundational literacy ... 23

Goal 3 : IDEA Edgemere Academy will increase Scholar Persistence from 77% to 80%. 25

Goal 4 : IDEA Edgemere Academy will increase Scholar Daily Attendance 27

Goal 5 : IDEA Edgemere Academy will increase in the AEES staff survey. 30

Title I Summary 32

Title I Personnel 33

Comprehensive Needs Assessment

Demographics

Summary

IDEA Edgemere proudly operates as a full-scale **K–12 Academy and College Prep campus**, serving over 900 scholars. As an open-enrollment, tuition-free public charter school, we are committed to delivering a high-quality, nonprofit education to all students in our community, regardless of background.

Our school community reflects rich diversity across racial, ethnic, and socioeconomic lines. We serve all student groups, with a strong commitment to equity and inclusion. Our supports include general Special Education, RISE Special Education units (self-contained), Section 504 services, Response to Intervention (RTI), and Critical Student Intervention (CSI), ensuring every scholar receives what they need to succeed.

At IDEA Edgemere, we believe **College for All** is not just a vision—it's our purpose.
Our **mission** is to prepare all students for success in college and in life. Our **vision** is a future where every student, no matter their ZIP code, is on the path to and through college.

We monitor data such as attendance, mobility, discipline, academic achievement, and enrollment in advanced and college-ready coursework to ensure we're meeting the needs of all learners. Teacher and paraprofessional quality, staff retention, and ongoing development remain high priorities.

Through a joyful, rigorous, and supportive environment, our K–12 campus builds the academic and character foundation that scholars need to excel. Whether they are just starting their academic journey in kindergarten or preparing to graduate, every student at IDEA Edgemere is being equipped to succeed in college and beyond.

Student Demographics	Count	Percent
Gender		
Female	376	47.72%
Male	412	52.28%
Ethnicity		
Hispanic-Latino	663	84.14%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	2	0.25%
Black - African American	45	5.71%
Native Hawaiian - Pacific Islander	3	0.38%
White	66	8.38%
Two-or-More	9	1.14%

Strengths

IDEA Edgemere is uniquely situated in a newly developed and rapidly growing area, which presents exciting opportunities to welcome new scholars and families each year. This growth supports increased enrollment and allows us to expand our impact.

Our location fosters a strong sense of community and collaboration, enabling us to build meaningful relationships with families and local partners. The diverse backgrounds of our scholars enrich our campus culture, creating an inclusive environment where all students feel seen, valued, and supported.

As we continue to grow, our commitment remains rooted in our mission: to ensure all scholars are prepared for college and beyond. Together, we are building a unified and thriving school community—one rooted in excellence, opportunity, and joy.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	While IDEA Edgemere continues to thrive in enrollment and academic achievement, student persistence is a developing area that requires focused attention. Maintaining consistent enrollment throughout the school year is critical to student growth, culture, and long-term success.	Family relocation due to job changes, housing instability, or transportation challenges.
2 ★	Although IDEA Edgemere is proud to serve a diverse student population, achievement gaps remain evident among specific student groups, including English Language Learners (ELLs), students receiving Special Education services, and economically disadvantaged students.	Inconsistent differentiation of instruction to meet individual student needs.

★ = Priority

Student Learning

Summary

At IDEA Edgemere, we continue to strive for academic excellence across all student groups. Based on our most recent data:

- **STAAR Performance**: In Domain 1, we earned a **score of 89 (B)**, with significant **growth in Math** and **ELA achievement scores reaching 60% or higher**.
- **Progress Monitoring**: Internal benchmarks show **steady gains across grade levels**, especially in 2nd grade, while Kinder and 1st remain areas of focus.
- **Special Populations**: Our Special Education and English Language Learner (ELL) populations show progress, though **achievement gaps persist** and remain a priority for targeted intervention.
- **Student Persistence**: While overall attendance has been strong, **student persistence remains a challenge**, with some mobility impacting long-term outcomes.

Through MTSS, SPED support, and continued focus on data-driven instruction, we are committed to closing achievement gaps and ensuring all Falcons soar academically and socially.

Strengths

On the most recent STAAR assessment:

- We **met the ELA achievement target with a score of 60% or higher**, demonstrating solid reading comprehension and literacy skills.
- Data from internal benchmarks reflect **consistent growth** in reading fluency, vocabulary development, and writing structure, particularly in upper elementary grades.
- Targeted interventions such as **small group instruction, guided reading, and Lexia support** have contributed to increased student confidence and performance.
- Scholars are also demonstrating **greater stamina and engagement during reading tasks**, which has supported improvements in their overall academic achievement.

These outcomes reflect the dedication of our teachers and the effectiveness of our instructional practices.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	While IDEA Edgemere scholars achieved the minimum ELA STAAR target, overall ELA growth across all grade levels remains inconsistent, particularly in early grades (K-2) and among specific student groups (SPED and ELs).	There is a lack of vertically aligned, rigorous ELA instruction and differentiation, especially for foundational literacy skills in lower grades.
2 ★	Although overall Math scores showed improvement, many scholars are not meeting expected growth, particularly in grades 3-5 and among SPED and EL subpopulations.	There is inconsistent use of data to drive small group instruction and targeted interventions.

★ = Priority

School Processes & Programs

Summary

At IDEA Edgemere, our programs and processes are designed to provide a holistic and effective educational experience for all students. Here's an overview:

Curriculum & Instruction

We offer a rigorous curriculum that focuses on college readiness from an early age. Our instruction is data-driven, allowing us to tailor teaching methods to meet the needs of individual students. We emphasize critical thinking, problem-solving, and real-world application of knowledge across all subjects.

Professional Development

Our teachers and staff engage in continuous professional development to stay at the forefront of educational practices. This includes workshops, training sessions, and collaborative planning to ensure that our team is equipped to deliver high-quality instruction and support.

Strengths

At IDEA Edgemere, our strengths in school processes and programs are rooted in a commitment to excellence and continuous improvement. Here's what sets us apart:

1. Rigorous Curriculum & Instruction

- Strength: Our curriculum is both challenging and engaging, focusing on college readiness from an early age. Instruction is personalized through data-driven strategies, ensuring that each student receives the support they need to succeed academically.

2. Comprehensive Professional Development

- Strength: Continuous professional development is a cornerstone of our success. Our educators are equipped with the latest teaching methods and tools, allowing them to deliver high-quality instruction and adapt to the diverse needs of our students.

3. Collaborative Leadership & Decision-Making

- Strength: Leadership at IDEA Edgemere is inclusive and collaborative. Decision-making processes are transparent and involve input from all stakeholders, ensuring that our strategies are well-informed and aligned with our mission.

4. Effective Communication

- Strength: We excel in maintaining clear and consistent communication with students, parents, and staff. This fosters a strong sense of community and ensures that everyone is on the same page regarding expectations, progress, and opportunities.

5. Structured Organization & Scheduling

- Strength: Our well-organized scheduling allows for maximum instructional time while providing flexibility for extracurricular activities and individualized support. This structure ensures that students can thrive academically and personally.

6. Robust Support Services

- Strength: We offer a comprehensive range of support services, including special education, counseling, and tutoring. These services are tailored to meet the unique needs of each student, ensuring that all students have the resources necessary for success.

7. Diverse Extracurricular/Co-curricular Opportunities

Strength: Our extensive extracurricular and co-curricular programs provide students with opportunities to explore their interests, develop new skills, and build strong, supportive relationships outside the classroom.

8. Strategic Technology Integration

- Strength: We effectively integrate technology into our classrooms and school operations. This enhances learning, improves communication, and ensures that students are prepared for a technology-driven world.

9. Positive School Culture

- Strength: We foster a positive and inclusive school culture where students feel safe, respected, and motivated to achieve their best. This culture is reinforced through our programs, processes, and daily interactions.

These strengths collectively contribute to our students' academic success, personal growth, and readiness for future challenges, making IDEA Edgemere a model of excellence in education.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	While the campus offers targeted programs and support services for Special Education and Emergent Bilingual (EB) students, there is a significant gap in the consistent implementation of these supports at the classroom level. Classroom practices do not always reflect the accommodations, instructional strategies, or language supports necessary to meet the diverse needs of these student groups.	Limited teacher capacity in effectively internalizing and applying accommodations, scaffolds, and language development strategies, as well as insufficient ongoing support and accountability systems to ensure alignment between planning and practice.
2	The campus did not offer elective classes or structured opportunities for student engagement in enrichment areas, resulting in limited avenues for students to explore interests, develop talents, and build a connection to school beyond core academics.	Campus lacked the infrastructure, staffing, and scheduling flexibility necessary to offer elective courses and enrichment opportunities. Strategic planning around master scheduling, resource allocation, and student interest data was not prioritized, resulting in a narrow academic experience focused solely on core instruction.

★ = Priority

Perceptions

Summary

To evaluate our effectiveness and alignment with our mission, we utilize a variety of data sources and feedback mechanisms:

Surveys, Interviews & Focus Groups

- We administer **biannual surveys** to students and families to gather insights on satisfaction, engagement, and areas for improvement.
- **Staff surveys** are conducted regularly to assess internal culture, communication, and professional support.

Family Engagement & Participation

- We strive to host a **variety of family engagement events** throughout the year to foster strong school-home partnerships.
- **Monthly awareness activities** are held to promote education, wellness, and community involvement.
- Participation levels and parent feedback are reviewed to strengthen outreach and accessibility.

School Culture, Climate, and Core Values

- We regularly assess the **culture and climate** of our campus to ensure they reflect our values and beliefs through cultural **observations.**
- Student and staff feedback is used to guide improvements in school environment and inclusivity.

Community Partnerships & Volunteers

- We track and evaluate **community partnerships** and **volunteer involvement**, which support enrichment opportunities and school-wide initiatives.

Communication and Retention

- Communication data (weekly newsletters, social media, school-wide announcements) are analyzed for reach and effectiveness.
- **Staff retention rates** help us assess job satisfaction and workplace culture.

This multifaceted approach allows us to make data-informed decisions, celebrate strengths, and continuously grow in how we serve students, families, and staff.

Strengths

One of our emerging strengths is **effective communication**. Based on family surveys and feedback, we identified communication as a significant gap in previous years. In response, we implemented intentional strategies to improve how we share information with families and staff.

These efforts have led to:

- More **consistent and transparent messaging** across platforms
- Increased **family awareness and participation** in school events
- Improved **trust and engagement** within our school community

This shift reflects our commitment to listening to stakeholders and responding with meaningful action.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	There is a perception among some families that our school is not fully welcoming or accessible for on-campus engagement opportunities. While we strive to build strong school-home partnerships, families have expressed a desire for more daytime engagement events, volunteer opportunities, and visibility on campus.	As a result, opportunities for authentic connection and collaboration with families during the school day were limited.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Although IDEA Edgemere is proud to serve a diverse student population, achievement gaps remain evident among specific student groups, including English Language Learners (ELLs), students receiving Special Education services, and economically disadvantaged students.	Inconsistent differentiation of instruction to meet individual student needs.
2 ★	Although overall Math scores showed improvement, many scholars are not meeting expected growth, particularly in grades 3-5 and among SPED and EL subpopulations.	There is inconsistent use of data to drive small group instruction and targeted interventions.
3 ★	While the campus offers targeted programs and support services for Special Education and Emergent Bilingual (EB) students, there is a significant gap in the consistent implementation of these supports at the classroom level. Classroom practices do not always reflect the accommodations, instructional strategies, or language supports necessary to meet the diverse needs of these student groups.	Limited teacher capacity in effectively internalizing and applying accommodations, scaffolds, and language development strategies, as well as insufficient ongoing support and accountability systems to ensure alignment between planning and practice.
4 ★	There is a perception among some families that our school is not fully welcoming or accessible for on-campus engagement opportunities. While we strive to build strong school-home partnerships, families have expressed a desire for more daytime engagement events, volunteer opportunities, and visibility on campus.	As a result, opportunities for authentic connection and collaboration with families during the school day were limited.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**

Student Data: Assessments

- [x] **STAAR released test questions**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Section 504 data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**

Employee Data

- [x] **Staff surveys and/or other feedback**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Goals

Goal 1 IDEA Edgemere Academy increases performance bands in meets and masters in 3rd- to 5th-grade math.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase meets from 52% to 60% in 3rd - 5th Math.

Evaluation Data Source: STAAR Math scores

Interim assessments

Classroom formative assessments and progress monitoring data

Attendance and behavior reports for correlation

Strategy 1

Increase use of data-driven instruction and frequent progress monitoring in math

Provide specialized math intervention programs tailored to special populations

Train teachers on differentiation and scaffolding techniques for math instruction

Collaborate with Special Education and EL teachers to align support strategies

Offer math workshops and resources to families to support learning at home

Strategy's Expected Result/Impact: Increased proficiency rates on STAAR Reading and Language Arts assessments

Improved classroom engagement and literacy skills across all grade levels

Stronger family-school partnerships supporting student learning at home

Reduced achievement gaps in literacy

Staff Responsible for Monitoring: Math Interventionists

Classroom Teachers

Special Education Teachers

EB Point Person

Campus Administration

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase masters from 22% to 30% for 3rd - 5th Math.

Evaluation Data Source: Interim Assessment Data (IA1, IA2): Growth in mastery-level performance.

Weekly Exit Tickets & Quizzes: Evidence of skill acquisition and mastery trends.

Unit Assessments: Standards-based progress toward mastery goals.

STAAR Results: Final measure of mastery percentage.

RTI/Intervention Logs: Documentation of support for scholars below mastery.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

To increase Math Masters from 22% to 30%, IDEA Edgemere will implement daily, data-driven small group instruction and weekly data meetings to ensure lessons target scholar needs and promote mastery. Teachers will incorporate rigorous STAAR-aligned questions and spiral review into instruction, while enrichment opportunities such as peer tutoring and math stations will extend learning for advanced scholars. Through consistent coaching and feedback cycles, teachers will strengthen instructional rigor and questioning strategies.

Strategy's Expected Result/Impact: Scholars receive targeted support that addresses specific skill gaps and pushes high-performing students to mastery.
Teachers adjust instruction in real-time based on data trends, increasing the number of scholars mastering key standards.
Students build stamina and familiarity with rigorous, test-like questions leading to stronger test performance.
Increases teacher effectiveness in promoting higher-order thinking and student discourse in math.

Staff Responsible for Monitoring: Math teachers, Assistant Principals of Instruction (APIs)

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Goal 2

IDEA Edgemere Academy scholars will demonstrate strong foundational literacy skills, with at least 70% of all students meeting or exceeding expected DIBELS growth targets

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

Literacy Growth K-2nd delivering daily foundational reading instruction, monitoring scholar progress weekly using DIBELS progress monitoring.

Evaluation Data Source: DIBELS Benchmark Assessments (BOY, MOY, EOY)

Weekly Progress Monitoring Logs

Classroom Observation

Strategy 1

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy** ☑ **Results Driven Accountability**

To increase literacy growth in K-2nd grade, IDEA Edgemere will ensure teachers deliver daily, high-quality foundational reading instruction aligned to the science of reading. Teachers will monitor scholar progress weekly using DIBELS progress monitoring to identify gaps early and adjust instruction accordingly.

Strategy's Expected Result/Impact: Scholars will demonstrate consistent reading growth, increased fluency, and improved decoding and comprehension skills, leading to higher proficiency rates and stronger overall literacy outcomes.

Staff Responsible for Monitoring: Teachers, APIs, Principals

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 2

☑ **High Priority** ☑ **HB3 Goal**

Targeted Intervention for Scholars Below Benchmark

Evaluation Data Source: Weekly Progress Monitoring Logs

Tier 2/Tier 3 Intervention Documentation

End-of-Year DIBELS Benchmark Assessment

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

To support scholars below benchmark, IDEA Edgemere will implement targeted, data-driven intervention sessions using DIBELS and classroom assessment data. Interventions will focus on specific skill deficits in phonemic awareness, phonics, fluency, or comprehension, with frequent progress monitoring to track growth and adjust strategies.

Strategy's Expected Result/Impact: Scholars performing below benchmark will close foundational reading gaps, demonstrate measurable growth on DIBELS, and move toward meeting or exceeding grade-level expectations.

Staff Responsible for Monitoring: Teachers, APIs, DI Coaches, Principals

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress	Some Progress	
November	**March**	**July**

Goal 3 IDEA Edgemere Academy will increase Scholar Persistence from 77% to 80%.

Performance Objective 1

IEA will comply 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.
Required Strategy: timely communication to families regarding school events to promote family engagement and attendance.

Evaluation Data Source: Compliance of all deliverables submitted to Title 1 Crate on time.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Provide timely and consistent communication to families through multiple channels (Remind, flyers, campus newsletters, and social media) to promote awareness, engagement, and strong attendance at all events.

Strategy's Expected Result/Impact: Increased family participation and collaboration that strengthens the home-school connection, supports student achievement, and ensures compliance with federal Title I engagement standards.

Staff Responsible for Monitoring: Principal, Teachers, SSA

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress	Moderate Progress	
November	**March**	**July**

Performance Objective 2 ☑ High Priority

Build a Strong WE are Fierce Falcons Culture

Evaluation Data Source: Execute culture walk throughs to ensure that teachers are bringing the joy. * Falcon Friday Hallway Parades and Weekly Morning Meetings to celebrate academic successes.
Plan monthly family engagement events to build team & family.
Creating partnerships with the community to bring in outside sports and activities Collaboration with College Prep
Collaborate with Parent Volunteers
Calander of events set for the year

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implement weekly celebrations, culture-building events, and recognition systems (e.g., Soaring Awards, shout-outs, spirit days) that highlight academic growth, character, and community contributions.

Strategy's Expected Result/Impact: A joyful, united school culture where scholars and staff demonstrate pride in being Fierce Falcons--resulting in higher morale, stronger relationships, and increased student engagement and attendance.

Staff Responsible for Monitoring: Principal, SSA, Teachers

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	Some Progress	

Goal 4 IDEA Edgemere Academy will increase Scholar Daily Attendance

Performance Objective 1 ☑ High Priority

To increase daily student attendance by 10% over the next academic term through targeted interventions such as improved parent communication, attendance incentives, early identification of at-risk students, and collaboration with support services.

Evaluation Data Source: Daily Attendance Records

Collected from the school's Student Information System

Used to track overall and individual student attendance trends.

Chronic Absenteeism Reports

Identifies students missing 10% or more of school days.

Helps evaluate long-term impact of interventions.

Parent Communication Logs

Records of phone calls, texts, or meetings with families about attendance.

Shows engagement levels and response patterns.

Intervention Tracking Logs

Documentation of interventions provided (e.g., counseling, incentives, home visits).

Measures which strategies were used and for whom.

Strategy 1

Improve daily student attendance 5% by creating a school-wide culture of recognition, accountability, and targeted support.

Strategy's Expected Result/Impact: The "Rise & Recognize" strategy aims to boost daily student attendance by combining positive recognition, early morning check-ins, family partnerships, and data-driven supports. Through incentives, relationship-building, and timely interventions, the strategy fosters a culture where attendance is valued and supported.

Expected Results:

5% increase in daily attendance

Reduction in chronic absenteeism

Higher student motivation and engagement

Stronger family-school connections

A more positive, attendance-focused school culture

Staff Responsible for Monitoring: The "Rise & Recognize" attendance strategy involves key staff roles to ensure consistent monitoring and support. Homeroom teachers lead daily check-ins, the attendance clerk manages weekly recognition data Counselors support families and help create incentives while the Data Team meets weekly to respond to trends. The principal or assistant principal oversees the entire strategy to ensure alignment and progress.

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 2

IDEA Edgemere will cultivate a student-centered culture of joy and celebration by recognizing scholar achievements, promoting positive behavior, and fostering a sense of pride and belonging among all students.

By the end of the 2025-2026 school year, 100% of scholars will participate in campus or classroom celebrations that highlight growth, effort, and achievement.

Evaluation Data Source: Implement monthly Soaring Awards recognizing academic excellence, persistence, and growth.

Use PBIS to reinforce positive behavior and celebrate milestones.

Host quarterly student celebrations for attendance, academic gains, and character.

Incorporate joyful classroom practices like celebrations of learning, shout-outs, and recognition boards.

Involve students in leading celebrations (e.g., student hosts, performances, or recognition helpers).
PBIS Data: Number and consistency of positive recognitions.

Event Participation Records: Attendance at celebrations and awards ceremonies.

Student Surveys: Feedback on feeling valued and celebrated.

Teacher Logs: Frequency of classroom recognition activities.

Observation Notes: Evidence of joy, engagement, and student pride during learning.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implement monthly Soaring Awards recognizing academic excellence, persistence, and growth.

Use PBIS to reinforce positive behavior and celebrate milestones.

Host classroom and campus celebrations highlighting effort, growth, and achievement.

Incorporate joyful routines such as shout-outs, recognition boards, and student-led celebrations.

Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of scholars will participate in celebrations that recognize growth, effort, and achievement, leading to increased engagement, motivation, and a strong sense of belonging.

Staff Responsible for Monitoring: Principal, APIs, SSA, Teachers, APO, Operations

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	Some Progress	

Goal 5 IDEA Edgemere Academy will increase in the AEES staff survey.

Performance Objective 1

By the end of the 2025-2026 school year, maintain a staff retention rate of at least 85%, with 100% of new-to-IDEA teachers completing the year successfully.

Evaluation Data Source: Culture Survey Results: Staff satisfaction and engagement metrics.

Exit Interview Data: Trends and reasons for staff departure.

Coaching Logs & Feedback Records: Evidence of consistent support and development.

New Hire Survey Results: Feedback at 10-, 30-, and 90-day intervals.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Implement structured onboarding and mentorship programs for new teachers.

Provide ongoing coaching, professional development, and timely feedback to all staff.

Recognize and celebrate staff contributions to foster a positive, supportive culture.

Conduct regular pulse surveys and check-ins to address concerns and promote engagement.

Strategy's Expected Result/Impact: Teachers feel supported, valued, and engaged, leading to high retention, improved instructional effectiveness, and consistent student growth throughout the school year.

Staff Responsible for Monitoring: Principal, APIs

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 2

Increase overall staff retention by fostering a supportive, collaborative, and high-performing work environment where all team members feel valued, developed, and equipped to succeed.

Evaluation Data Source: Implement ongoing coaching and feedback cycles to support teacher growth.

Strengthen recognition systems that celebrate staff achievements and milestones.

Conduct mid-year and end-of-year pulse surveys to gather feedback on culture and support needs.

Ensure new hires receive effective onboarding, mentoring, and clear communication.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Implement structured onboarding and mentorship programs for new and returning staff.

Provide targeted professional development and ongoing coaching to support growth.

Establish a culture of recognition that celebrates staff achievements and contributions.

Conduct regular check-ins and pulse surveys to identify and address challenges early.

Strategy's Expected Result/Impact: Staff feel supported, engaged, and empowered, resulting in higher retention rates, improved collaboration, and strengthened instructional practices that positively impact scholar outcomes.

Staff Responsible for Monitoring: Principal, APIs

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November	March	July
Some Progress	Some Progress	

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALEXANDRA NICOLE CHAVEZ	COTEACHER	School-wide Program	1
CYNTHIA MCCRANIE	TEACHER - INTERVENTIONIST	School-wide Program	1
IVETTE A ROSALES	TEACHER - INTERVENTIONIST	School-wide Program	1
JACQUELINE YVETTE SMALLS	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1

IDEA Public Schools

Edgemere College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:29 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 10

Priority Problem Statements 12

Data Documentation for CNA 14

Improvement Planning Data 15

Accountability Data 15

Student Data: Assessments 15

Student Data: Student Groups 15

Goals 16

Goal 1 : All IDEA students matriculate to college 17

Goal 2 : IDEA achieves an A Rating 19

Goal 3 : Increase student persistence 22

Goal 4 : Increase student daily attendance 24

Goal 5 : Retain highly qualified teachers 26

Goal 6 : Increase student enrollment (no required performance objectives/strategies) 28

Title I Summary 29

Title I Personnel 30

Funding Summary 31

SCE Accelerated Instruction (PIC 24) 32

IDEA-B (4130) 32

State SPED (PIC 23) 32

State BESL (PIC 25) 32

Title I Parent Reservation (4120-PAR) 33

Comprehensive Needs Assessment

Demographics

Summary

From the latest data available, IDEA Edgemere College Prep is home to 625 scholars in grades 6-12. Our student population includes scholars who identify in the following ways: Male (52.23%), Female (47.77%), Hispanic-Latinx (81.41%), Black-African American (4.83%), White (9.48%), Asian (2.04%), Receiving services through Special Education (15%), Receiving supports through Section 504 (5%), and Emergent Bilingual (37%). Scholars have also been identified against state criteria in the following ways: At-Risk (49%), Immigrant (2%), Intervention Required (9%), Economically Disadvantaged (65%), Title I Scholars receiving free or reduced lunch (80%).

Strengths

1. **Diverse Student Population**
    - Represents a wide range of racial, ethnic, and linguistic backgrounds, fostering a culturally rich learning environment.
    - Strong representation of Hispanic/Latinx scholars (81.41%), with additional diversity across Black/African American, White, and Asian groups.
2. **Commitment to Equity and Inclusion**
    - Actively supports students with diverse learning needs:
        - 15% of students receive Special Education services.
        - 5% receive Section 504 accommodations.
        - 37% are Emergent Bilinguals, highlighting robust language support programs.
3. **Support for Economically Disadvantaged Scholars**
    - 65% of scholars are identified as economically disadvantaged, and 80% receive free or reduced lunch through Title I, demonstrating strong outreach to underserved populations.
4. **Targeted Interventions and Identification**
    - Data reflects proactive identification of student needs:
        - 49% of students are recognized as At-Risk.
        - 9% are flagged as requiring academic intervention.
        - 2% are identified as Immigrants, showing awareness of newcomer support needs.
5. **Balanced Gender Representation**
    - The student body has a nearly equal gender split (Male: 52.23%, Female: 47.77%), supporting gender inclusivity and balanced programming.

- These strengths reflect IDEA Edgemere's strong foundation in serving a diverse, high-need student population through inclusive practices and targeted supports.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Nearly half are considered At-Risk, most come from low-income families, and many need extra academic or language support. With so many students needing different kinds of help, the school must make sure it has strong systems and resources in place so every student can succeed and stay on track for college.	When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.

★ = Priority

Student Learning

Summary

Over the past three academic years, IDEA Edgemere College Preparatory has demonstrated consistent student achievement at the **"Approaches Grade Level"** standard across most tested subjects, with many scores exceeding 85%. However, while performance at the **"Meets"** level has generally remained steady or improved in subjects like 6th and 8th Grade ELA, **there is a noticeable and ongoing challenge with students reaching the "Masters" level**, particularly in math and advanced subjects like Algebra I.

Key trends include:

- **Strong performance in ELA** across all grades, especially 8th Grade ELA with consistent "Approaches" rates above 90%.
- **Math scores remain a concern**, with low and declining "Masters" rates (e.g., 6th Math Masters dropped from 20% in 2022–23 to 7% in 2024–25).
- **Science and History scores (Biology, U.S. History)** show high proficiency at the "Approaches" level but lag in advanced mastery.
- **Algebra I and English I/II show mixed progress**, with fluctuations in all three performance levels, highlighting areas for targeted support and intervention.

Overall, the data suggests a **need to strengthen rigor and support systems** to increase the percentage of students achieving at the "Meets" and especially "Masters" levels, particularly in math and high school-level courses.

		2022-2023				2023-2024				2024-2025		
School	Test	% Approaches	% Meets	% Masters	SA	% Approaches	% Meets	% Masters	SA	% Approaches	% Meets	% Masters
IDEA Edgemere College Preparatory	6th ELA	91%	57%	26%	58%	87%	75%	43%	68%	86%	69%	40%
IDEA Edgemere College Preparatory	6th Math	82%	53%	20%	52%	75%	33%	12%	40%	78%	39%	7%
IDEA Edgemere College Preparatory	7th ELA	81%	61%	36%	59%	83%	55%	33%	57%	85%	65%	34%
IDEA Edgemere College Preparatory	7th Math	69%	54%	20%	48%	66%	41%	18%	42%	72%	49%	21%
IDEA Edgemere College Preparatory	8th ELA	93%	70%	27%	63%	94%	69%	36%	66%	92%	75%	36%
IDEA Edgemere College Preparatory	8th Social Studies	72%	35%	14%	40%	59%	29%	14%	34%	68%	24%	14%

IDEA Edgemere College Preparatory	Algebra I	76%	36%	14%	42%	70%	23%	11%	35%	71%	38%	20%
IDEA Edgemere College Preparatory	Biology	94%	64%	18%	59%	95%	58%	13%	55%	97%	70%	15%
IDEA Edgemere College Preparatory	English I	76%	60%	15%	50%	86%	75%	25%	62%	71%	64%	17%
IDEA Edgemere College Preparatory	English II	84%	76%	8%	56%	84%	70%	7%	54%	86%	74%	7%
IDEA Edgemere College Preparatory	U.S. History				0%	95%	76%	45%	72%	94%	66%	30%

wing rates per raw score date released by TEA:

Strengths

1. **High Achievement at the "Approaches Grade Level" Standard**
    - Most subjects consistently show **over 85% of students meeting the "Approaches" level**, especially in ELA and Biology.
    - 8th Grade ELA remained strong across all years with **over 90% Approaches** (93%, 94%, 92%).
2. **Strong ELA Performance Across Grade Levels**
    - 6th, 7th, and 8th Grade ELA show steady or improving performance at both the "Approaches" and "Meets" levels.
    - 6th ELA "Meets" increased significantly from **57% in 2022–23 to 75% in 2023–24**.
3. **Consistently High Biology Results**
    - Biology performance is a standout, maintaining **over 94% Approaches** and improving at the "Meets" level in 2024–25 to **70%**.
4. **U.S. History Improvement**
    - From a starting point of no data in 2022–23, U.S. History scores in 2023–24 and 2024–25 show **strong Approaches rates (95%, 94%)** and solid growth at "Meets" and "Masters."
5. **Progress in 7th Grade ELA**
    - Improvement from **61% to 65% at "Meets"** between 2022–23 and 2024–25, maintaining strong performance across all years.

- These strengths indicate that IDEA Edgemere is successfully supporting foundational learning, especially in reading and science, and consistently helping a large majority of students meet grade-level expectations.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	While IDEA Edgemere College Prep shows strong performance at the "Approaches" level, the data reveals a persistent challenge in moving students to higher levels of mastery. Across multiple subjects--particularly Math, Algebra I, and English I/II--the percentage of students reaching the "Masters Grade Level" standard remains low or has declined over the three-year period.	This indicates a gap in deeper conceptual understanding and advanced performance, suggesting the need for increased rigor, differentiated instruction, and targeted enrichment to help more students reach the "Masters" level and become truly college-ready.

★ = Priority

School Processes & Programs

Summary

From the latest data available the campus employed individuals in the following categories and job titles:

Administrative Support	**6**	**Principal, Assistant Principal of Instruction (2), School Counselor, College Counselor, Administrative Assistant to the Principal**
Teacher	36	English, Math, Science, Social Studies, CTE, PE (6th through 12th Grade)
Educational Aide	5	RISE Co-Teacher (2), PE Co-Teacher (2), Dedicated Aide (1)

Our staff leverage high quality instructional materials (HQIM) created by the district in contents offered.

Instructional coaching support is provided by the Principal and Assistant Principals of Instruction.

Edgemere College Prep is a 1:1 laptop campus for all scholars

Strengths

- Edgemere College Prep demonstrates several institutional strengths based on the current data:

  1. **Strong Instructional Leadership**
     The campus benefits from a robust administrative support structure, including a Principal, two Assistant Principals of Instruction, and counseling roles. This structure allows for dedicated instructional coaching and academic leadership, ensuring effective teacher development and instructional alignment.
  2. **Comprehensive Staffing Across Grade Levels**
     With 36 teachers covering core content areas (English, Math, Science, Social Studies), CTE, and PE from 6th through 12th grade, the campus maintains broad academic coverage, supporting a well-rounded educational experience.
  3. **Inclusive Support Staff**
     The presence of specialized educational aides (e.g., RISE Co-Teachers, Dedicated Aides) highlights a commitment to inclusive education and targeted student support.
  4. **Use of High-Quality Instructional Materials (HQIM)**
     Staff utilize HQIM provided by the district, ensuring consistent, rigorous, and standards-aligned instruction across content areas.
  5. **Technology Integration**
     As a 1:1 laptop campus, Edgemere College Prep is well-positioned to support digital learning, enhance student engagement, and expand access to educational resources.

  Overall, the campus demonstrates organizational strength through well-distributed staffing, leadership focus on instruction, inclusive practices, and a strong foundation in both curriculum and technology.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Edgemere College Prep has strong staffing, materials, and technology, but may face challenges in providing enough individualized support for teachers and students. With only two instructional leaders for 36 teachers and a small number of aides, it may be difficult to give consistent coaching and in-class help. The school may need to improve how support is given to make sure all students get what t	There is not enough instructional and support staff to meet the high needs of teachers and students, limiting coaching, feedback, and in-class support.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	While IDEA Edgemere College Prep shows strong performance at the "Approaches" level, the data reveals a persistent challenge in moving students to higher levels of mastery. Across multiple subjects--particularly Math, Algebra I, and English I/II--the percentage of students reaching the "Masters Grade Level" standard remains low or has declined over the three-year period.	This indicates a gap in deeper conceptual understanding and advanced performance, suggesting the need for increased rigor, differentiated instruction, and targeted enrichment to help more students reach the "Masters" level and become truly college-ready.
2 ★	Edgemere College Prep has strong staffing, materials, and technology, but may face challenges in providing enough individualized support for teachers and students. With only two instructional leaders for 36 teachers and a small number of aides, it may be difficult to give consistent coaching and in-class help. The school may need to improve how support is given to make sure all students get what t	There is not enough instructional and support staff to meet the high needs of teachers and students, limiting coaching, feedback, and in-class support.
3 ★	Nearly half are considered At-Risk, most come from low-income families, and many need extra academic or language support. With so many students needing different kinds of help, the school must make sure it has strong systems and resources in place so every student can succeed and stay on track for college.	When educators and staff are more knowledgeable of the demographics they serve and the ways in which they are changing, our community will be better equipped to support scholars and families toward ambitious goals.
4 ★	Our campus benefits from the retention of highly effective staff and from the persistence of scholars from one school year to the next, we must ensure that we perform the necessary climate surveys and progress checks to retain staff and scholars/families from one school year to the next to ensure continued progress in our school community.	When scholars and effective staff remain from one year to the next, our community grows stronger and more aligned.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **SAT and/or ACT assessment data**
- [x] **PSAT**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**

Goals

Goal 1 All IDEA students matriculate to college

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

College Prep Average ACT score of 21 or better by high school graduation (HB3)

Evaluation Data Source: ACT Prep assessment, PACT (10th), ACT (11th)

Strategy 1

Scholars will have intentional practice with ACT Mastery Prep programs in RTTC classes a minimum of 2 to 3 times a week

Strategy's Expected Result/Impact: Scholars achieve meets and above on grade-level STAAR Math or average of 21 on ACT math. This will also include after school tutoring and boot camp opportunities during intercession for scholars to advance their skills for content performance.

Staff Responsible for Monitoring: Teachers, Grade-level Administrators, Director of College Counseling, Principal

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	No Progress	

Strategy 2

Hold quarterly meetings for parents to report our on progress, impact of ACT and collaborate

Funding Sources: Title I Parent Reservation (4120-PAR), $2,275.45

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Accomplished	Moderate Progress	

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

100% of graduates meet TSIA college readiness benchmark (HB3)

Evaluation Data Source: Current and historical TSIA data for reading and writing, tracking data from EOC Scores in Algebra and E1 & E1 to identify candidates as ready to test

Strategy 1

Provide high-quality instruction to achieve meets level proficiency for all scholars, so we are able to achieve TSI exemption

Strategy's Expected Result/Impact: 100% of scholars achieve TSIA exemption in reading and writing by graduation

Staff Responsible for Monitoring: Teachers, College Counselor, Administrators, Principal

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Moderate Progress	Accomplished	

Strategy 2

Provide TSI specific interventions trough RTTC, ELA and Math scores daily

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Goal 2 IDEA achieves an A Rating

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

CP: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Source: CSI data, ELAR assessments, TELPAS Mock, TELPAS Practice Assessments online

Strategy 1

Infuse SIOP strategies in first instruction and utilize Summit K-12 to build and track la

Strategy's Expected Result/Impact: Scholars participating in TELPAS achieve a 42% passing rate - grow at least one level or remain at advanced high for the spring 2026 TELPAS

Staff Responsible for Monitoring: Teachers, EB Point Person, Administrators, Principal

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 2 ☑ High Priority

CP: 100% of identified scholars meet required minutes per House Bill 1545 (accelerated learning)

Evaluation Data Source: PowerSchool (data recording), IDEA Dashboard (data outcomes), Campus Tracker for Identified Scholars (who)

Strategy 1

Providing weekly tutoring, during the school day supports, and intercession tutoring to support scholar acceleration - tracking in PowerSchool for real-time milestone achievement (15 or 30 hour threshold).

Strategy's Expected Result/Impact: Scholars will achieve thresholds for required for support time - 15 or 30 hours.

Staff Responsible for Monitoring: Teachers, Administrators, Principals

Funding Sources: SCE Accelerated Instruction (PIC 24), $21,081.87

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

Formative Reviews

November	March	July
Moderate Progress	Accomplished	Accomplished

Performance Objective 3 ☑ High Priority

CP: 58% of SPED Students attain approaches, with 40% of SPED Students attaining meets and above in STAAR by June 2026 (TEC 11.253(d)(2))

Evaluation Data Source: Unit exams, Semester Exams, Mock Exams, STAAR Exams

Strategy 1

Targeted tutoring by case managers and content teachers with daily tracking of ET growth.

Strategy's Expected Result/Impact: Scholars receiving special education services achieve approaches and meets thresholds.

Staff Responsible for Monitoring: Case Managers, Teachers, Administrators, Principal

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

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 4 ☑ High Priority

CP: School achieves 90/60/30 in approaches/meets/masters (SA: 60) as measured by the STAAR testing Required Strategy: Track each students performance in domains 1-3 by using the Locus and Big 7 dashboards and respond to data appropriately (TEC 11.253(d)(3))

Evaluation Data Source: Tracking toward goal: unit exams, semester exams, mock exams, exit tickets Goal: STAAR Exams

Strategy 1

Provide for a pathway to scholar mastery by grade-level and classroom-level tracking by teachers for scholar proficiency on STAAR TEKS to achieve 90/60/30 or an SAA of 60.

Strategy's Expected Result/Impact: CP achieves 90/60/30 or an SAA of 60 as a campus.

Staff Responsible for Monitoring: Case Managers, Teachers, Administrators, Principal

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Goal 3 Increase student persistence

Performance Objective 1 ☑ High Priority

CP: Campus receive a score of proficient or higher on the campus safety scorecard for the 2024- 25 school year (TEC 11.253(d)(8))

Evaluation Data Source: Safety Scorecard

Strategy 1

regular campus reviews and walkthroughs to assess and respond to gaps in in the building; build capacity in all stakeholders through professional development and parent communication

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 2 ☑ High Priority

ECP 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))

Evaluation Data Source: Upload of information - sign-in sheets, agendas, materials, and communication/ invitation to families - to Title 1 Crate for the above outlined events.

Strategy 1

Timely communication to families regarding school events to promote family engagement and attendance with a year at-a-glance calendar indicating title 1 family engagement events sent at least 2 week ahead of each event. (TEC 11.253(d)(9))

Strategy's Expected Result/Impact: Build strong connections between home and school.

Staff Responsible for Monitoring: College Counselor, School Counselor, Teachers, Administrators, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 3 ☑ High Priority

ECP will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Source: Completion of the program as shown in district data collection sources.

Strategy 1

Calendar out the series to ensure that the scholars are able to complete the training by the end of the first semester through intervention blocks

Strategy's Expected Result/Impact: 100% of scholars participating complete the program.

Staff Responsible for Monitoring: Teachers, School Counselor, Administrators, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
✓ Accomplished	✓ Accomplished	✓ Accomplished

Goal 4 Increase student daily attendance

Performance Objective 1 ☑ High Priority

CP: IDEA Edgemere College Prep will achieve a 95% annual attendance rate for the 2025-2026 school year

Evaluation Data Source: Monitoring: Daily, weekly, and monthly ADA with APO-prepared data analysis and next steps.
Final: Annual ADA recorded June 2026.

Strategy 1

Visibility of data weekly through campus PTG's, tactical meetings, grade team meetings and grade team lead huddles to ensure the escalation matrix is followed up on to fidelity

Strategy's Expected Result/Impact: Campus achieves ADA goal for 2024-2025

Staff Responsible for Monitoring: Counselors, Teachers, Administrators, SIS, Principal

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

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Strategy 2

Implement at least 1 event per quarter to engage scholars during the school-day or scholars and families after school to encourage and motivate attendance to address joy and academic progress.

Strategy's Expected Result/Impact: Campus achieves ADA goal.

Staff Responsible for Monitoring: All CP Staff and APO, SIS/Registrar

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 2 High Priority

CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 900 minutes, as applicable. (TEC 11.253(d)(10))

Evaluation Data Source: District MVPA minutes dashboard.

Strategy 1

Maximize classroom time for PE to support scholars through specific activity that achieves target heartrates for activity.

Strategy's Expected Result/Impact: Achieve MVPA goal

Staff Responsible for Monitoring: Teachers, Administrators, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Accomplished	Accomplished

Goal 5 Retain highly qualified teachers

Performance Objective 1 ☑ High Priority

CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-2026 school year.

Evaluation Data Source: IDEA District Completion Dashboards

Strategy 1

Managers provide feedback and professional development/coaching for each staff member weekly

Strategy's Expected Result/Impact: 1. Edgemere use the GET rubric in walkthroughs and coaching conversations
2. teachers achieve proficient or better in all guideposts of the GET Rubric
3. Edgemere has 20% of staff members at a Level 5 in TCP

Staff Responsible for Monitoring: Administrators, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 2 ☑ High Priority

IDEA Edgemere College Prep is 90% staffed for all teacher positions throughout the 2025-2026school year.

Evaluation Data Source: HR Staffing Dashboards and Position Control

Strategy 1

With the support of HR, HA, and ECP's VP of Schools - recruit and hire high quality candidates per role by using high quality district resources provided by the district.

Strategy's Expected Result/Impact: 90%+ staffing levels throughout the 25-26 school year.

Staff Responsible for Monitoring: Administrators, Principal - with the support of HR/HA/VP of Schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Goal 6 Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1 ☑ High Priority

Ensure that retention is our best recruitment strategy - quarterly events and family contacts

Evaluation Data Source: IDEA Enrollment Dashboard

Strategy 1

In partnership with APO and EC, support events throughout the year that support in the recruitment of scholars and families.

Strategy's Expected Result/Impact: 100% enrollment for the 23-24 school year, by the 11th day of school

Staff Responsible for Monitoring: APO, EC, Teachers, Counselors, Administrators, Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Title I Summary

Title I Personnel

Name	Position	Program	FTE
CHRISTOPHER ANTHONY GOMEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
JOANN CUBILLOS	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1		--	$21,081.87
				Sub-Total	$21,081.87
				Budgeted Fund Source Amount	$29,181.03
				+/- Difference	**$8,099.16**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,570.99
				+/- Difference	**$5,570.99**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,604.26
				+/- Difference	**$8,604.26**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,337.22
				+/- Difference	**$4,337.22**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		--	$2,275.45
				Sub-Total	$2,275.45
				Budgeted Fund Source Amount	$1,996.32
				+/- Difference	**-$279.13**

IDEA Public Schools



Edinburg Academy

Accountability Rating: Not Rated

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:24 AM

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.

At IDEA Edinburg Academy, we believe every Eagle deserves the chance to soar—academically, socially, and emotionally. By building a strong culture of belonging, providing the right support at the right time, and fostering meaningful relationships, we create a safe, focused, and joyful environment where all scholars can thrive on their path to and through college.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

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

Comprehensive Needs Assessment 4

Needs Assessment Overview 5

Demographics 6

Student Learning 8

School Processes & Programs 10

Perceptions 12

Priority Problem Statements 14

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 18

Support Systems and Other Data 18

Goals 19

Goal 1 : Boost Academic Achievement for All Students 20

Goal 2 : Strengthen Family Engagement in Academic Progress 29

Goal 3 : Build a Culture of Data-Driven Teaching and Planning 37

Goal 4 : Accelerate Growth for Targeted Subpopulations 44

Goal 5 : Enhance Whole Child Experience 52

Title I Summary 60

Title I Personnel 61

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Edinburg Academy's 2025–2026 Needs Assessment was developed through stakeholder surveys, data analysis, leadership reflection, and campus-wide trends in student performance, behavior, instruction, and engagement. The findings highlight strengths in early literacy growth, teacher retention, student persistence, and family turnout at key events. However, critical needs persist in the areas of subgroup academic growth, reteach implementation, staff support, behavior system consistency, and Tier 1 instructional fidelity.

Student performance data reveals that while K–2 fluency and growth rates are trending up, upper grade performance in Reading and Math, especially among SPED, EB, and Eco Dis students, remains below target. Domain 3 growth declined, and reteach systems are inconsistently executed, limiting real-time response to student gaps. Discipline data and staff feedback point to inconsistent Tier 1 classroom management and a lack of clarity on documentation processes, affecting student behavior and adult culture. While parent engagement is visible, academic alignment and follow-through require strengthening.

Campus systems such as instructional rounds, lesson plan feedback, and data tracking exist, but vary in consistency and depth. SPED and EB support implementation across content areas also remains uneven. The campus is poised for continued improvement through the implementation of aligned, measurable goals focused on high-impact instructional practices, targeted subgroup support, stronger family partnerships, and wellness-centered systems for students and staff.

Demographics

Summary

Founded in **2013**, **IDEA Edinburg Academy** is located at **2753 Roegiers Road, Edinburg, TX 78541**, serving the northern Edinburg community. For the **2025–2026 school year**, the projected enrollment is **approximately 715 students**. The campus serves a predominantly Hispanic population, with an ethnic composition of **94% Hispanic**, **3% White**, **1% Asian**, and **1% African American**. Roughly **84% of students are identified as economically disadvantaged**, qualifying the school for **Title I, Part A** funding. Additionally, **6% of students receive special education services**, and **51% of students are classified as emergent bilinguals**.

The academic program at IDEA Edinburg Academy is anchored in high-quality, standards-aligned instruction. Students receive core instruction through the **Great Minds Curriculum**, **Eureka Math** and Direct Instruction, promoting deep conceptual understanding through hands-on, integrated learning experiences. To support early literacy, the campus implements **Reading Mastery**, a comprehensive program targeting foundational reading skills such as phonics, spelling, handwriting, and fluency.

IDEA Edinburg Academy remains committed to its mission of preparing all students for success in college and life. Our instructional model emphasizes **rigorous academics, early college readiness, data-driven interventions, and social-emotional development**. We foster a culture of achievement by integrating **character education, mental health supports, and inclusive practices** within a safe and nurturing environment. Through active **family and community engagement**, we enrich the educational experience and promote a shared responsibility for student success. At IDEA Edinburg Academy, every child is empowered to grow, lead, and thrive.

Strengths

K–5 scholars showed improvement in Listening and Speaking domains on TELPAS, reflecting stronger English language development support.

The campus saw an overall increase in Average Daily Attendance (ADA) compared to the previous year.

Grade-Level Attendance Growth: Four out of six grade levels demonstrated growth in their ADA, signaling stronger student engagement across multiple cohorts.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Emergent Bilingual (EB) students are underperforming in comprehension and written expression due to inconsistent academic language instruction and a misalignment between documented accommodations and daily Tier 1 instruction.	Lack of parent engagement due to language barriers Inconsistent communication about enrichment and academic programs (e.g., UIL, sports) Limited understanding of behavior protocols and role clarity between teacher and leadership teams Lack of campus-wide clarity and training on MTSS and accommodation implementation
2	Parent engagement is low, particularly in academic-focused events, which limits family-school partnership in supporting student achievement and attendance.	Limited family awareness of academic milestones and event purpose Barriers related to language, technology, and app accessibility Inconsistent, one-directional outreach from school to families
3	There is a notable increase in off-task and disruptive student behavior across grade levels, driven by inconsistent classroom management, unclear Tier 1 systems, and lack of proactive behavior supports.	Inconsistent application of campus-wide behavior expectations and consequences Limited student ownership of behavior and lack of structured reflection opportunities Inadequate teacher training in Tier 1 & Tier 2 behavior systems and restorative practices

★ = Priority

Student Learning

Summary

While 2025 scores are pending final TEA release, available internal data reveals areas of both growth and continued need. First grade students show strong performance in Wit & Wisdom, and K–2 scholars demonstrated a 55% gain in DI achievement from kindergarten to second grade. Second grade leads campus-wide in reading fluency. However, there is an urgent need to improve consistency in academic growth across grade levels, particularly in Reading and Math for upper grade students and critical subpopulations (SPED, EB, Eco Dis).

Strengths

- 55% increase in DI performance from Kinder to 2nd grade
- Second grade leads K–2 in oral reading fluency as measured by DIBELS
- First grade Wit & Wisdom performance shows consistent unit mastery
- High mastery rates in CSI reteach groups where systems were implemented with fidelity

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Academic growth in Reading and Math for Domain 2 and Domain 3 decreased from the prior year, particularly among upper grades and at-risk subgroups.	Inconsistent implementation of exit ticket cycles and reteach plans Missed opportunities for timely intervention in response to SWAM data Gaps in tracking and monitoring subgroup performance trends
2	SPED, EB, and Eco Dis subpopulations in grades 3-5 show the lowest performance in both Reading and Math Meets and Masters levels.	Insufficient differentiation and accommodation alignment in Tier 1 instruction Lack of teacher training in high-impact instructional strategies for special populations Fragmented use of ILPs, IEPs, and data-driven planning tools
3	Reteach plans are not consistently implemented within 48 hours of SWAM analysis, limiting students' ability to close skill gaps in real time.	Lack of urgency and accountability systems for reteach planning Absence of a campuswide tracker to monitor TEKS-aligned reteach cycles Inconsistent teacher reflection or follow-up on reteach outcomes

★ = Priority

School Processes & Programs

Summary

Edinburg Academy implements a comprehensive instructional and operational model focused on high-impact systems. These include Response to Intervention (RTI), SPED/504 accommodations, emergent bilingual support, and structured CSI intervention cycles. Instructional systems such as lesson plan feedback, instructional rounds, and data tracking are embedded into weekly practices. While core processes exist, key areas for improvement include fidelity of Tier 1 implementation, support for special populations, and timely feedback to teachers that drives real-time instructional adjustments.

Strengths

- 93.3% of classrooms rated Proficient on Culture & Climate GET 2 (systems and procedures)
- GET 3 (student ownership) was the second-highest scoring strand, reflecting improved academic engagement
- SPED team collaboration led by Bri and Red has increased GenEd/SPED alignment
- DI and Math teachers report clarity and utility in lesson plan templates and exemplars
- Data trackers and student-facing tools are used consistently in primary grades

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Teachers inconsistently implement RTI/MTSS supports for behavior and instruction, leading to over-referral and missed opportunities for classroom-based interventions.	High volume of behavior referrals without prior Tier 1 response or consequence documentation Lack of clarity on which behaviors are managed by teachers vs. GTLs/APIs Inconsistent teacher understanding of MTSS tiers and how to apply academic/behavioral interventions Limited training on using RTI data to inform instruction
2	Instructional feedback is not consistently timely or action-oriented, leading to variation in lesson quality and implementation across grade levels.	Lesson plan feedback deadlines not consistently met by instructional leaders Feedback lacks focus on rigor, TEKS alignment, or subgroup needs No system to follow up on implementation of feedback in classrooms GET strand 1 (Content) and strand 4 (Execution) lag behind schoolwide
3	Teachers are not consistently implementing instructional supports for students in SPED, 504, RTI, and EB programs, leading to inequitable access to grade-level content.	PD was provided but lacked follow-up, modeling, or observation cycles Only 50% of teachers in grades 3-5 implement SPED accommodations with fidelity ILPs, IEPs, and accommodation trackers are underused or not embedded in planning Instructional leaders have not yet embedded these checks into rounds or planning feedback

★ = Priority

Perceptions

Summary

At Edinburg Academy, staff and families believe that student success stems from a collaborative, values-driven culture where best practices are shared, and all stakeholders are accountable for results. Our staff retention rate is currently 98.08%, reflecting a strong commitment to continuity and shared mission. Student persistence is at 96.2%, indicating high family satisfaction and trust in our systems. We support student connection and well-being through monthly celebrations, SEL integration, and consistent family engagement opportunities. While survey data shows strengths in safety, purpose, and relationships, it also highlights a need to reduce staff stressors and strengthen Tier 1 behavior systems and internal communication.

Strengths

- Campus is fully enrolled at **103%**
- Student population is **93.4% Hispanic**, with **balanced gender demographics**
- **ADA at 94.7%**, surpassing the campus goal of 94.5% and up from 93.7% prior year
- **Staff retention at 98.1%**, exceeding the organizational target
- **96.2% student persistence**, indicating high satisfaction and strong systems
- Monthly parent events are well-received and help build community
- Staff report high levels of purpose, safety, and peer support
- ADA incentives and monthly culture events have positively impacted morale
- Most leaver cases are due to external, non-school-related factors

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Staff survey data continues to indicate concerns around emotional and mental well-being, with this indicator ranked consistently in the bottom 5.	Overextension from last-minute initiatives and shifting priorities Lack of proactive communication and planning support from leaders Inconsistent behavior management support and hallway coverage Delays in TEAMS communication and student discipline follow-up Staff perceive a lack of time or tools to restore classroom culture after disruptions
2	Discipline referrals are inconsistently documented in PowerSchool, leading to unclear behavior trends and missed escalation protocols.	Teachers lack clarity on the multi-step referral documentation process Multiple, overlapping systems are used to track behavior incidents (emails, trackers, chats, PowerSchool) Disconnect between teacher-submitted referrals and leader actions/follow-up Inconsistent training on when and how to escalate incidents in alignment with the student handbook

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Staff survey data continues to indicate concerns around emotional and mental well-being, with this indicator ranked consistently in the bottom 5.	Overextension from last-minute initiatives and shifting priorities Lack of proactive communication and planning support from leaders Inconsistent behavior management support and hallway coverage Delays in TEAMS communication and student discipline follow-up Staff perceive a lack of time or tools to restore classroom culture after disruptions
2 ★	Academic growth in Reading and Math for Domain 2 and Domain 3 decreased from the prior year, particularly among upper grades and at-risk subgroups.	Inconsistent implementation of exit ticket cycles and reteach plans Missed opportunities for timely intervention in response to SWAM data Gaps in tracking and monitoring subgroup performance trends
3 ★	Emergent Bilingual (EB) students are underperforming in comprehension and written expression due to inconsistent academic language instruction and a misalignment between documented accommodations and daily Tier 1 instruction.	Lack of parent engagement due to language barriers Inconsistent communication about enrichment and academic programs (e.g., UIL, sports) Limited understanding of behavior protocols and role clarity between teacher and leadership teams Lack of campus-wide clarity and training on MTSS and accommodation implementation
4 ★	Teachers inconsistently implement RTI/MTSS supports for behavior and instruction, leading to over-referral and missed opportunities for classroom-based interventions.	High volume of behavior referrals without prior Tier 1 response or consequence documentation Lack of clarity on which behaviors are managed by teachers vs. GTLs/APIs Inconsistent teacher understanding of MTSS tiers and how to apply academic/behavioral interventions Limited training on using RTI data to inform instruction

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

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

Goals

Goal 1 Boost Academic Achievement for All Students

Performance Objective 1 ☑ High Priority

Raise STAAR Math Meets from 32% - 50% by June 2026

Evaluation Data Source: STAAR Math Results (Meets performance level)
Weekly SWAM data trackers
DOK-aligned lesson plan feedback tracker
Instructional rounds feedback (Guidepost 3)

Strategy 1

Biweekly SWAMs on low-performing TEKS

Strategy's Expected Result/Impact: Improved student mastery of priority TEKS, leading to increased STAAR Math Meets rates and stronger Domain 2A growth outcomes. Teachers will consistently respond to data with targeted reteach, reducing learning gaps and accelerating student progress.

Staff Responsible for Monitoring: Melanie Ramos Perez
APIs

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Use DOK Look-Fors in Lesson Plan Feedback

Strategy's Expected Result/Impact: Lesson plans will consistently reflect higher levels of rigor, resulting in improved student thinking, deeper conceptual understanding, and increased performance on STAAR Math/Reading priority TEKS.

Staff Responsible for Monitoring: Melanie Ramos Perez
APIs

Problem Statements: School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November | March | July

Strategy 3

Use Instructional Rounds (Guidepost 3) to Norm Tier 1 Quality

Strategy's Expected Result/Impact: Tier 1 instruction will become more consistent and rigorous across classrooms, leading to improved student engagement, reduced off-task behavior, and increased mastery of grade-level TEKS.

Staff Responsible for Monitoring: Melanie Ramos Perez
APIs

Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Considerable Progress

November | March | July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) students are underperforming in comprehension and written expression due to inconsistent academic language instruction and a misalignment between documented accommodations and daily Tier 1 instruction.	Lack of parent engagement due to language barriers Inconsistent communication about enrichment and academic programs (e.g., UIL, sports) Limited understanding of behavior protocols and role clarity between teacher and leadership teams Lack of campus-wide clarity and training on MTSS and accommodation implementation

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause

1	Academic growth in Reading and Math for Domain 2 and Domain 3 decreased from the prior year, particularly among upper grades and at-risk subgroups.	Inconsistent implementation of exit ticket cycles and reteach plans Missed opportunities for timely intervention in response to SWAM data Gaps in tracking and monitoring subgroup performance trends

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers inconsistently implement RTI/ MTSS supports for behavior and instruction, leading to over-referral and missed opportunities for classroom-based interventions.	High volume of behavior referrals without prior Tier 1 response or consequence documentation Lack of clarity on which behaviors are managed by teachers vs. GTLs/APIs Inconsistent teacher understanding of MTSS tiers and how to apply academic/ behavioral interventions Limited training on using RTI data to inform instruction

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Staff survey data continues to indicate concerns around emotional and mental well-being, with this indicator ranked consistently in the bottom 5.	Overextension from last-minute initiatives and shifting priorities Lack of proactive communication and planning support from leaders Inconsistent behavior management support and hallway coverage Delays in TEAMS communication and student discipline follow-up Staff perceive a lack of time or tools to restore classroom culture after disruptions

Performance Objective 2 ☑ HB3 Goal

Raise STAAR RLA Meets from 43% to 51% by June 2026

Evaluation Data Source: STAAR Reading Results (Meets performance level)
Weekly SWAM data trackers
DOK-aligned lesson plan feedback tracker
Instructional rounds feedback (Guidepost 3)

Strategy 1

Revamp Wit & Wisdom internalization through side-by-sides

Strategy's Expected Result/Impact: Improved internalization of lessons will lead to tighter execution, increased lesson rigor, and improved student outcomes in reading.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



November **March** **July**

Strategy 2

Focus vertical planning on most-missed TEKS

Strategy's Expected Result/Impact: Teachers will address learning gaps across grade levels, reducing spiral review overload and increasing TEKS mastery.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews



November **March** **July**

Strategy 3

Use instructional rounds (Guidepost 3) to norm reading lesson rigor

Strategy's Expected Result/Impact: Increased consistency and rigor across classrooms, leading to stronger engagement, fewer gaps, and higher STAAR Meets.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction

Problem Statements: School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) students are underperforming in comprehension and written expression due to inconsistent academic language instruction and a misalignment between documented accommodations and daily Tier 1 instruction.	Lack of parent engagement due to language barriers Inconsistent communication about enrichment and academic programs (e.g., UIL, sports) Limited understanding of behavior protocols and role clarity between teacher and leadership teams Lack of campus-wide clarity and training on MTSS and accommodation implementation

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Academic growth in Reading and Math for Domain 2 and Domain 3 decreased from the prior year, particularly among upper grades and at-risk subgroups.	Inconsistent implementation of exit ticket cycles and reteach plans Missed opportunities for timely intervention in response to SWAM data Gaps in tracking and monitoring subgroup performance trends

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause

1	Teachers inconsistently implement RTI/ MTSS supports for behavior and instruction, leading to over-referral and missed opportunities for classroom-based interventions.	High volume of behavior referrals without prior Tier 1 response or consequence documentation Lack of clarity on which behaviors are managed by teachers vs. GTLs/APIs Inconsistent teacher understanding of MTSS tiers and how to apply academic/ behavioral interventions Limited training on using RTI data to inform instruction

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Staff survey data continues to indicate concerns around emotional and mental well-being, with this indicator ranked consistently in the bottom 5.	Overextension from last-minute initiatives and shifting priorities Lack of proactive communication and planning support from leaders Inconsistent behavior management support and hallway coverage Delays in TEAMS communication and student discipline follow-up Staff perceive a lack of time or tools to restore classroom culture after disruptions

Performance Objective 3 ☑ HB3 Goal

Increase Domain 2A from 69% to 80% (HB1416)

Evaluation Data Source: Exit Ticket Mastery Tracker
HB1416 Student List + Growth Tracker
Leader Data Dashboards

Strategy 1

Use daily exit tickets + SWAMs to drive reteach and tutoring

Strategy's Expected Result/Impact: Frequent progress checks will identify learning gaps in real time and support immediate reteach, accelerating student growth.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 2

Track HB1416 students in data dashboards and SWAM cycles

Strategy's Expected Result/Impact: Teachers and leaders will proactively respond to HB1416 student needs, increasing the percentage of students meeting growth.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November **March** **July**

Strategy 3

Provide targeted intervention for below-SAS growth students

Strategy's Expected Result/Impact: Growth gaps will close for students below SAS with intentional, small-group or 1:1 support based on trend data.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
CSI Interventionists
Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) students are underperforming in comprehension and written expression due to inconsistent academic language instruction and a misalignment between documented accommodations and daily Tier 1 instruction.	Lack of parent engagement due to language barriers Inconsistent communication about enrichment and academic programs (e.g., UIL, sports) Limited understanding of behavior protocols and role clarity between teacher and leadership teams Lack of campus-wide clarity and training on MTSS and accommodation implementation

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Academic growth in Reading and Math for Domain 2 and Domain 3 decreased from the prior year, particularly among upper grades and at-risk subgroups.	Inconsistent implementation of exit ticket cycles and reteach plans Missed opportunities for timely intervention in response to SWAM data Gaps in tracking and monitoring subgroup performance trends

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers inconsistently implement RTI/MTSS supports for behavior and instruction, leading to over-referral and missed opportunities for classroom-based interventions.	High volume of behavior referrals without prior Tier 1 response or consequence documentation Lack of clarity on which behaviors are managed by teachers vs. GTLs/APIs Inconsistent teacher understanding of MTSS tiers and how to apply academic/behavioral interventions Limited training on using RTI data to inform instruction

Goal 2 Strengthen Family Engagement in Academic Progress

Performance Objective 1

Host 1-2 family engagement events per month with 75% participation.

Evaluation Data Source: Event Sign-in Sheets
Event Debriefs
Remind/Communication Logs
RSVP Forms

Strategy 1

Align monthly events to milestones (e.g., Literacy Night, Meet the Teacher, student-led PTGs)

Strategy's Expected Result/Impact: Aligning events to academic milestones will increase relevance, turnout, and academic conversations at home.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
Assistant Principals of Operations
School Counselor

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Advertise via Remind, flyers, social media, and student invites

Strategy's Expected Result/Impact: Increased parent awareness and turnout by using multi-channel, multilingual communication methods.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
Assistant Principals of Operations
School Counselor

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

Include incentives (raffles, performances, food)

Strategy's Expected Result/Impact: Increased participation and investment from families, particularly from hard-to-reach subgroups.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
Assistant Principals of Operations
School Counselor

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.2

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) students are underperforming in comprehension and written expression due to inconsistent academic language instruction and a misalignment between documented accommodations and daily Tier 1 instruction.	Lack of parent engagement due to language barriers Inconsistent communication about enrichment and academic programs (e.g., UIL, sports) Limited understanding of behavior protocols and role clarity between teacher and leadership teams Lack of campus-wide clarity and training on MTSS and accommodation implementation

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Academic growth in Reading and Math for Domain 2 and Domain 3 decreased from the prior year, particularly among upper grades and at-risk subgroups.	Inconsistent implementation of exit ticket cycles and reteach plans Missed opportunities for timely intervention in response to SWAM data Gaps in tracking and monitoring subgroup performance trends

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Staff survey data continues to indicate concerns around emotional and mental well-being, with this indicator ranked consistently in the bottom 5.	Overextension from last-minute initiatives and shifting priorities Lack of proactive communication and planning support from leaders Inconsistent behavior management support and hallway coverage Delays in TEAMS communication and student discipline follow-up Staff perceive a lack of time or tools to restore classroom culture after disruptions

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

From 29.51%, reach 50% of CSI students meeting RenStar goals

Evaluation Data Source: RenStar Progress Monitoring Reports
Quarterly CSI Night SIgn-in sheets
Family Communication Logs
CSI Student Goal Trackers

Strategy 1

Host quarterly CSI Nights to share gaps and goals

Strategy's Expected Result/Impact: Families understand student gaps and progress, increasing home support and accountability.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
Interventionists
Teachers

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

No Progress

November	March	July

Strategy 2

Assign teachers to own outreach for CSI families

Strategy's Expected Result/Impact: Increases personalized support and investment from families, particularly those of high-need students.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
Interventionists
Teachers

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November | March | July

Strategy 3

Maintain contact logs and follow-up reports

Strategy's Expected Result/Impact: Ensures accountability for outreach and identifies which families need more touchpoints or escalated support.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
Interventionists
Teachers

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.3

Formative Reviews

Some Progress

November | March | July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) students are underperforming in comprehension and written expression due to inconsistent academic language instruction and a misalignment between documented accommodations and daily Tier 1 instruction.	Lack of parent engagement due to language barriers Inconsistent communication about enrichment and academic programs (e.g., UIL, sports) Limited understanding of behavior protocols and role clarity between teacher and leadership teams Lack of campus-wide clarity and training on MTSS and accommodation implementation

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Academic growth in Reading and Math for Domain 2 and Domain 3 decreased from the prior year, particularly among upper grades and at-risk subgroups.	Inconsistent implementation of exit ticket cycles and reteach plans Missed opportunities for timely intervention in response to SWAM data Gaps in tracking and monitoring subgroup performance trends

Performance Objective 3

Host a quarterly, student-led PTG 'Report Card Night' with 75%+ family attendance [ongoing]

Evaluation Data Source: Event Sign-In Sheets
Persistence Data
Student Presentation Rubrics or Artifacts

Strategy 1

Prep students to present progress, goals, and work samples

Strategy's Expected Result/Impact: Builds student ownership, strengthens family understanding of academic expectations, and increases home-school alignment.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
CSI Interventionists
Teachers

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.3

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Coach teachers to support student facilitation and reflection

Strategy's Expected Result/Impact: Ensures consistency and rigor in student-led presentations and reflection on learning progress.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
CSI Interventionists
Teachers

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November **March** **July**

Strategy 3

Use sign-ins and surveys to track impact and identify follow-up

Strategy's Expected Result/Impact: Increases accountability, informs future events, and ensures no family is missed in follow-up outreach.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
CSI Interventionists
Teachers

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.3

Formative Reviews

Some Progress

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) students are underperforming in comprehension and written expression due to inconsistent academic language instruction and a misalignment between documented accommodations and daily Tier 1 instruction.	Lack of parent engagement due to language barriers Inconsistent communication about enrichment and academic programs (e.g., UIL, sports) Limited understanding of behavior protocols and role clarity between teacher and leadership teams Lack of campus-wide clarity and training on MTSS and accommodation implementation

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Academic growth in Reading and Math for Domain 2 and Domain 3 decreased from the prior year, particularly among upper grades and at-risk subgroups.	Inconsistent implementation of exit ticket cycles and reteach plans Missed opportunities for timely intervention in response to SWAM data Gaps in tracking and monitoring subgroup performance trends

Goal 3 Build a Culture of Data-Driven Teaching and Planning

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Reach campus SAS greater than or equal to 56 by May 2026 via real-time data use

Evaluation Data Source: Data Board Trackers for formative and summative assessments
Exit Ticket Trackers
OCS Coaching Logs & Action Steps

Strategy 1

Launch goal folders and trackers with students at BOY

Strategy's Expected Result/Impact: Increases student ownership and awareness of progress, directly supporting SAS growth through targeted goals.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
CSI Interventionists
Teachers

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

Formative Reviews

✓ Accomplished

November	March	July

Strategy 2

Intentionally selecting target spiraled opportunities/reteaching based on STAAR 2025's low TEKS and current assessment data.

Strategy's Expected Result/Impact: Teachers will consistently and intentionally monitor individualized student mastery and reteach TEKS based on data, improving outcomes on priority TEKS.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
CSI Interventionists
Teachers

Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1

Title I: 2.5.1, 2.5.3

Formative Reviews

Some Progress

November **March** **July**

Strategy 3

Coaching on data analysis & OCS after exit tickets and assessments to close instructional gaps.

Strategy's Expected Result/Impact: Ensures gaps identified in exit tickets and assessments are followed by coaching and support, improving instruction and student performance.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
CSI Interventionists
Teachers

Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) students are underperforming in comprehension and written expression due to inconsistent academic language instruction and a misalignment between documented accommodations and daily Tier 1 instruction.	Lack of parent engagement due to language barriers Inconsistent communication about enrichment and academic programs (e.g., UIL, sports) Limited understanding of behavior protocols and role clarity between teacher and leadership teams Lack of campus-wide clarity and training on MTSS and accommodation implementation

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Academic growth in Reading and Math for Domain 2 and Domain 3 decreased from the prior year, particularly among upper grades and at-risk subgroups.	Inconsistent implementation of exit ticket cycles and reteach plans Missed opportunities for timely intervention in response to SWAM data Gaps in tracking and monitoring subgroup performance trends

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Staff survey data continues to indicate concerns around emotional and mental well-being, with this indicator ranked consistently in the bottom 5.	Overextension from last-minute initiatives and shifting priorities Lack of proactive communication and planning support from leaders Inconsistent behavior management support and hallway coverage Delays in TEAMS communication and student discipline follow-up Staff perceive a lack of time or tools to restore classroom culture after disruptions

Performance Objective 2 ☑ HB3 Goal

ILT will host weekly data huddles to increase Domain 3 score from 49 to 85 by May 2026

Evaluation Data Source: Leader Data Boards
Formative & Summative Assessment Performance

Strategy 1

ILT hosts weekly data huddles to analyze Domain 3 subgroup performance, assign next steps, and track follow-up actions..

Strategy's Expected Result/Impact: Real-time subgroup monitoring and leader accountability will improve instructional response and accelerate growth for SPED, EB, and Eco Dis students, raising Domain 3 score from 63 to 75.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
Teachers

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Teachers will respond to exit ticket and subgroup data by implementing reteach plans within 5 instructional days of identified gaps.

Strategy's Expected Result/Impact: Timely, targeted reteach will accelerate growth for underperforming subgroups (SPED, EB, Eco Dis), leading to improved student outcomes and increased Domain 3 performance.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
Teachers

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Moderate Progress

November	March	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) students are underperforming in comprehension and written expression due to inconsistent academic language instruction and a misalignment between documented accommodations and daily Tier 1 instruction.	Lack of parent engagement due to language barriers Inconsistent communication about enrichment and academic programs (e.g., UIL, sports) Limited understanding of behavior protocols and role clarity between teacher and leadership teams Lack of campus-wide clarity and training on MTSS and accommodation implementation

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Academic growth in Reading and Math for Domain 2 and Domain 3 decreased from the prior year, particularly among upper grades and at-risk subgroups.	Inconsistent implementation of exit ticket cycles and reteach plans Missed opportunities for timely intervention in response to SWAM data Gaps in tracking and monitoring subgroup performance trends

Performance Objective 3 ☑ HB3 Goal

100% of reteach plans implemented within 48 hours of SWAMs/Exit Ticket Huddles.

Evaluation Data Source: Immediate response to student misconceptions will strengthen TEKS mastery, accelerate subgroup growth, and support campus-wide SAS and Domain 3 performance.

Strategy 1

Launch Reteach Tracker Aligned to TEKS Trends

Strategy's Expected Result/Impact: Increases visibility and urgency around reteach. Ensures targeted and timely responses to gaps, accelerating TEKS mastery and student progress.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
Interventionists
Teachers

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Review Reteach Impact in Weekly ILT Check-Ins

Strategy's Expected Result/Impact: Strengthens ILT use of data for follow-through and accountability. Ensures reteach quality and effectiveness translate into increased student mastery.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
Interventionists
Teachers

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

Some Progress

November **March** **July**

Strategy 3

Require Teacher Reflections Post-Reteach (OCS)

Strategy's Expected Result/Impact: Builds teacher ownership of instructional response and promotes reflective practice. Supports continuous improvement in reteach quality, increasing student mastery rates.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
Interventionists
Teachers

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

November	March	July
Some Progress		

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) students are underperforming in comprehension and written expression due to inconsistent academic language instruction and a misalignment between documented accommodations and daily Tier 1 instruction.	Lack of parent engagement due to language barriers Inconsistent communication about enrichment and academic programs (e.g., UIL, sports) Limited understanding of behavior protocols and role clarity between teacher and leadership teams Lack of campus-wide clarity and training on MTSS and accommodation implementation

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Academic growth in Reading and Math for Domain 2 and Domain 3 decreased from the prior year, particularly among upper grades and at-risk subgroups.	Inconsistent implementation of exit ticket cycles and reteach plans Missed opportunities for timely intervention in response to SWAM data Gaps in tracking and monitoring subgroup performance trends

Goal 4 Accelerate Growth for Targeted Subpopulations

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By May 2026, student groups identified in Domain 3 will meet interim target for Academic Achievement & Growth in Reading, Math, & Science.

Evaluation Data Source: SPED & Gen Ed Teacher Collaboration
Data Tracking for formative and summative assessments
SPED section on Exit Ticket Tracker

Strategy 1

Tracking individualized student progress, analyzing student work, and spiraling lowest standard for white student group.

Strategy's Expected Result/Impact: Ensures that the first-teach for students is targeted and purposeful in alignment with tier 1 MTSS strategies.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
SPED Teachers
General Ed Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

	November	March	July
Moderate Progress			

Strategy 2

Planning for special population groups (special education & emergent bilingual) and conducting audit of accommodations being implemented during instruction.

Strategy's Expected Result/Impact: Identifying that IEP & ILP are outlined in lessons and being executed during instruction with student support.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
SPED Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

Students who are identified as "Continuously Enrolled" have individualized trackers with historical data that includes current data tracked by TEK and teachers are monitoring student progress.

Strategy's Expected Result/Impact: Prioritizes data-driven instruction to focus on the highest-impact student learning practices.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
SPED Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) students are underperforming in comprehension and written expression due to inconsistent academic language instruction and a misalignment between documented accommodations and daily Tier 1 instruction.	Lack of parent engagement due to language barriers Inconsistent communication about enrichment and academic programs (e.g., UIL, sports) Limited understanding of behavior protocols and role clarity between teacher and leadership teams Lack of campus-wide clarity and training on MTSS and accommodation implementation

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Academic growth in Reading and Math for Domain 2 and Domain 3 decreased from the prior year, particularly among upper grades and at-risk subgroups.	Inconsistent implementation of exit ticket cycles and reteach plans Missed opportunities for timely intervention in response to SWAM data Gaps in tracking and monitoring subgroup performance trends

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers inconsistently implement RTI/MTSS supports for behavior and instruction, leading to over-referral and missed opportunities for classroom-based interventions.	High volume of behavior referrals without prior Tier 1 response or consequence documentation Lack of clarity on which behaviors are managed by teachers vs. GTLs/APIs Inconsistent teacher understanding of MTSS tiers and how to apply academic/behavioral interventions Limited training on using RTI data to inform instruction

Performance Objective 2 ☑ HB3 Goal

By October 2025, 100% of EB students will have accurate, implemented language accommodations documented in Ellevation and teacher-facing trackers, verified by quarterly fidelity audits.

Evaluation Data Source: PowerSchool
Ellevation ILP
Data tracking EB students across exit tickets, formative, and summative assessments

Strategy 1

Train staff on SIOP with embedded look-fors

Strategy's Expected Result/Impact: Improves academic language support in Tier 1 for EB students

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
SPED Teachers
Regional EB Coach

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

No Progress

November	March	July

Strategy 2

Embed structured talk + writing routines campuswide

Strategy's Expected Result/Impact: Builds language acquisition and TELPAS growth

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
SPED Teachers
Regional EB Coach

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Some Progress

November	March	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) students are underperforming in comprehension and written expression due to inconsistent academic language instruction and a misalignment between documented accommodations and daily Tier 1 instruction.	Lack of parent engagement due to language barriers Inconsistent communication about enrichment and academic programs (e.g., UIL, sports) Limited understanding of behavior protocols and role clarity between teacher and leadership teams Lack of campus-wide clarity and training on MTSS and accommodation implementation

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Academic growth in Reading and Math for Domain 2 and Domain 3 decreased from the prior year, particularly among upper grades and at-risk subgroups.	Inconsistent implementation of exit ticket cycles and reteach plans Missed opportunities for timely intervention in response to SWAM data Gaps in tracking and monitoring subgroup performance trends

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers inconsistently implement RTI/MTSS supports for behavior and instruction, leading to over-referral and missed opportunities for classroom-based interventions.	High volume of behavior referrals without prior Tier 1 response or consequence documentation Lack of clarity on which behaviors are managed by teachers vs. GTLs/APIs Inconsistent teacher understanding of MTSS tiers and how to apply academic/behavioral interventions Limited training on using RTI data to inform instruction

Performance Objective 3

By May 2026, IDEA Edinburg AC will increase 'Meets' to 55% - with evidence of mastery tracking and enrichment structures.

Evaluation Data Source: PowerSchool
Ellevation ILP
Data tracking EB students across exit tickets, formative, and summative assessments

Strategy 1

Use Mastery Trackers in classrooms/leadership

Strategy's Expected Result/Impact: Targets enrichment and identifies students ready to push to Masters

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
SPED Teachers
Interventionists
Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Celebrate mastery at quarterly assemblies

Strategy's Expected Result/Impact: Increases student investment and celebrates academic achievement

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
SPED Teachers
Interventionists
Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Moderate Progress

November	March	July

Strategy 3

Create NEHS + Student Council pipelines

Strategy's Expected Result/Impact: Reinforces high expectations and culture of achievement

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
SPED Teachers
Interventionists
Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) students are underperforming in comprehension and written expression due to inconsistent academic language instruction and a misalignment between documented accommodations and daily Tier 1 instruction.	Lack of parent engagement due to language barriers Inconsistent communication about enrichment and academic programs (e.g., UIL, sports) Limited understanding of behavior protocols and role clarity between teacher and leadership teams Lack of campus-wide clarity and training on MTSS and accommodation implementation

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Academic growth in Reading and Math for Domain 2 and Domain 3 decreased from the prior year, particularly among upper grades and at-risk subgroups.	Inconsistent implementation of exit ticket cycles and reteach plans Missed opportunities for timely intervention in response to SWAM data Gaps in tracking and monitoring subgroup performance trends

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers inconsistently implement RTI/MTSS supports for behavior and instruction, leading to over-referral and missed opportunities for classroom-based interventions.	High volume of behavior referrals without prior Tier 1 response or consequence documentation Lack of clarity on which behaviors are managed by teachers vs. GTLs/APIs Inconsistent teacher understanding of MTSS tiers and how to apply academic/behavioral interventions Limited training on using RTI data to inform instruction

Goal 5 Enhance Whole Child Experience

Performance Objective 1 ☑ High Priority

By May 2026, reduce chronic absenteeism from 12.37% to 10.87% by implementing daily ADA huddles, targeted outreach, and student recognition systems.

Evaluation Data Source: Daily ADA Metrics
YTD ADA as a campus and by grade level
Chronic absenteeism rates

Strategy 1

Launch consistent, daily ADA huddles

Strategy's Expected Result/Impact: Creates urgency and real-time intervention around daily attendance

Staff Responsible for Monitoring: Principal
Assistant Principal of Operations
Assistant Principals of Instruction
School Counselor
Grade Team Leaders

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews



November March July

Strategy 2

Assign ADA leads (GTL and Administrator) + maintain daily attendance logs.

Strategy's Expected Result/Impact: Improves parent communication and personalizes attendance support.

Staff Responsible for Monitoring: Principal
Assistant Principal of Operations
Assistant Principals of Instruction
School Counselor
SIS Coordinator
Testing Coordinator

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

Accomplished

November	March	July

Strategy 3

Recognize highest performing classrooms and most improved students weekly (celebrations) and monthly (incentives).

Strategy's Expected Result/Impact: Builds positive culture and importance around showing up to school daily.

Staff Responsible for Monitoring: Principal
Assistant Principal of Operations
Assistant Principals of Instruction
School Counselor
SIS Coordinator
Testing Coordinator

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Considerable Progress

November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) students are underperforming in comprehension and written expression due to inconsistent academic language instruction and a misalignment between documented accommodations and daily Tier 1 instruction.	Lack of parent engagement due to language barriers Inconsistent communication about enrichment and academic programs (e.g., UIL, sports) Limited understanding of behavior protocols and role clarity between teacher and leadership teams Lack of campus-wide clarity and training on MTSS and accommodation implementation

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Staff survey data continues to indicate concerns around emotional and mental well-being, with this indicator ranked consistently in the bottom 5.	Overextension from last-minute initiatives and shifting priorities Lack of proactive communication and planning support from leaders Inconsistent behavior management support and hallway coverage Delays in TEAMS communication and student discipline follow-up Staff perceive a lack of time or tools to restore classroom culture after disruptions

Performance Objective 2

By May 2026, reduce the number of violent or major behavior-related incidents by 25% compared to the 2024-25 school year baseline, through trauma-informed practices and behavior systems.

Evaluation Data Source: Behavior Referral System Logs
MTSS Behavior Data
ISS/OSS Data Points

Strategy 1

Launch BOY PD on trauma-informed practices (PBIS, MTW)

Strategy's Expected Result/Impact: Builds consistent, preventative Tier 1 behavior practices

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
School Counselor

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Implement campuswide behavior reset system

Strategy's Expected Result/Impact: Reduces escalation and restores consistency

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
School Counselor
GTL

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Some Progress

November **March** **July**

Strategy 3

Conduct monthly referral reviews + support plan audits

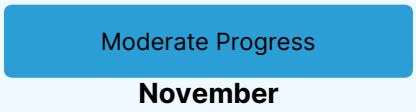
Strategy's Expected Result/Impact: Improves follow-up, prevents repeat incidents

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
School Counselor
GTL

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.2

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) students are underperforming in comprehension and written expression due to inconsistent academic language instruction and a misalignment between documented accommodations and daily Tier 1 instruction.	Lack of parent engagement due to language barriers Inconsistent communication about enrichment and academic programs (e.g., UIL, sports) Limited understanding of behavior protocols and role clarity between teacher and leadership teams Lack of campus-wide clarity and training on MTSS and accommodation implementation

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Staff survey data continues to indicate concerns around emotional and mental well-being, with this indicator ranked consistently in the bottom 5.	Overextension from last-minute initiatives and shifting priorities Lack of proactive communication and planning support from leaders Inconsistent behavior management support and hallway coverage Delays in TEAMS communication and student discipline follow-up Staff perceive a lack of time or tools to restore classroom culture after disruptions

Performance Objective 3

By May 2026, achieve 100% MVPA participation and 90% accuracy in FitnessGram reporting through structured PE, tracking, and family wellness communication.

Evaluation Data Source: - MVPA Tracking Log (weekly by teacher/coach)
- PE/Recess Schedules
- MVPA Participation Rate Report
- FitnessGram Reports (fall & spring)
- Student Fitness Level Comparisons
- FitnessGram Data Submission Audit

Strategy 1

Track PE MVPA minutes weekly

Strategy's Expected Result/Impact: Increases physical wellness and activity compliance

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
PE Coaches

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

No Progress

November **March** **July**

Strategy 2

Conduct BOY + EOY FitnessGram + trend analysis

Strategy's Expected Result/Impact: Identifies progress and gaps in physical health

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
PE Coaches

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

Formative Reviews

No Progress

November **March** **July**

Strategy 3

Integrate Healthy Kids Here messaging

Strategy's Expected Result/Impact: Builds student and family awareness around physical health

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
PE Coaches

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

No Progress

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Emergent Bilingual (EB) students are underperforming in comprehension and written expression due to inconsistent academic language instruction and a misalignment between documented accommodations and daily Tier 1 instruction.	Lack of parent engagement due to language barriers Inconsistent communication about enrichment and academic programs (e.g., UIL, sports) Limited understanding of behavior protocols and role clarity between teacher and leadership teams Lack of campus-wide clarity and training on MTSS and accommodation implementation

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Staff survey data continues to indicate concerns around emotional and mental well-being, with this indicator ranked consistently in the bottom 5.	Overextension from last-minute initiatives and shifting priorities Lack of proactive communication and planning support from leaders Inconsistent behavior management support and hallway coverage Delays in TEAMS communication and student discipline follow-up Staff perceive a lack of time or tools to restore classroom culture after disruptions

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALEIDA RAMIREZ	COTEACHER	School-wide Program	1
ANA ABIGAIL RAMIREZ	COTEACHER	School-wide Program	1
CASSIE EVE GARCIA	SR. COTEACHER	School-wide Program	1
CINDY ALEXIS VALDEZ	COTEACHER	School-wide Program	1
ELIA Nelly GUZMAN	TEACHER - INTERVENTIONIST	School-wide Program	1
JACLYN CORINE DE LA GARZA	SR. COTEACHER	School-wide Program	1
LUIS BALTAZAR SALAZAR	SR. COTEACHER	School-wide Program	1
MAURICIO ANDRES ARIAS	COTEACHER	School-wide Program	1
ROSEMARY SWAIM	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Edinburg College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:25 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 5

Demographics 6

Student Learning 8

School Processes & Programs 10

Perceptions 12

Priority Problem Statements 14

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 18

Employee Data 19

Parent/Community Data 19

Support Systems and Other Data 19

Goals 20

Goal 1 : Increase Math Performance 21

Goal 2 : Improve Student Persistence 26

Goal 3 : Enhance Student Engagement 29

Goal 4 : All IDEA Edinburg Students Matriculate to College 31

Goal 5 : Increase Performance in Target Student Populations. 34

Title I Summary 37

Title I 38

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 38

1.1 Description of CNA Process 38

1.2 Location for Evidence of Multiple Meetings Held 38

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 38

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 38

2.2 Stakeholders 1114(b)(2) 38

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 38

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 38

Title I Personnel 38

Funding Summary 40

SCE Accelerated Instruction (PIC 24) 41

IDEA-B (4130) 41

State SPED (PIC 23) 41
State BESL (PIC 25) 41
Title I Parent Reservation (4120-PAR) 42

Comprehensive Needs Assessment

Demographics

Summary

We are IDEA Edinburg a Title I, college preparatory campus serving grades 6–12 in an underserved community in the Rio Grande Valley, Texas. As an A-rated campus, we consistently meet and exceed state accountability standards, grounded in a deep commitment to accessibility, equity, and academic excellence for all students. We proudly serve a diverse student population, including Emergent Bilingual learners, students receiving Special Education and 504 services, as well as Gifted and Talented students. Our robust academic offerings include Advanced Placement (AP), Dual Enrollment, and Career and Technical Education (CTE) courses, ensuring every student is prepared for post-secondary success. With a 100% college acceptance rate and a teacher retention rate exceeding 90% annually, we are a thriving community of dedicated educators and learners united by the belief that every student deserves a pathway to college and a life of opportunity.

Strengths

Our campus is a small, tight-knit public school located in the heart of Edinburg, Texas, making us easily accessible to families throughout the community. As an open-enrollment, A-rated campus recognized by the state, we take pride in offering a high-quality, college-preparatory education to all students. Our close proximity to the Edinburg Boys and Girls Club strengthens our ability to provide extended resources, student engagement, and support for community-based events. We offer a robust academic program that includes Advanced Placement (AP) and Dual Credit courses, as well as individualized college and career planning for every student. Our commitment to college readiness is supported through test preparation, advising, and a strong culture of high expectations. With a 90% teacher retention rate and strong student-teacher relationships, we foster a supportive and consistent learning environment that ensures our students are equipped for success beyond high school.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Our teaching staff includes both novice and veteran educators who are committed to student success but face ongoing challenges in effectively differentiating instruction to meet the academic diversity present in their classrooms.	The student body reflects a broad spectrum of academic abilities, learning styles, and socio-economic backgrounds. A significant portion of our students are English Language Learners, receive special education or GT resulting in a wide range of instructional needs within each classroom. The lack of resources & professional development tailored to each teacher needs is the instructional gap we face
2 ★	Our campus is experiencing a gap in student behavioral outcomes, Additionally, there is a lack of consistency in how consequences are issued across classrooms and grade levels.	Leading to perceptions of unfairness among students and staff, and limiting the effectiveness of our behavior management efforts. These inconsistencies point to a need for a clearly defined, developmentally appropriate, and campus-wide behavior system that ensures aligned expectations, equitable consequences, and proactive support for all students.
3	Emergent Bilingual Learners on our campus are facing significant barriers in accessing and utilizing the academic tools, language supports, and instructional strategies intended to support their success.	Emergent Bilingual students often lack structured orientation to the academic and language support resources available to them. Additionally, the absence of designated, private spaces for accessing these tools creates discomfort and embarrassment, discouraging consistent use. As a result, teachers are frequently required to spend valuable instructional time introducing and reteaching these support

★ = Priority

Student Learning

Summary

Our campus is proud to have earned an A-rating for the 2023–2024 school year, a reflection of our students' hard work, our teachers' dedication, and our campus-wide commitment to academic excellence. Based on our most recent STAAR Exam performance data, we are on track to achieve an A-rating again for the 2024–2025 school year, demonstrating consistent growth and high expectations for all learners.

One of our most significant accomplishments is our 100% graduation rate—every student who begins their journey with us finishes strong. Even more notably, 100% of our graduates matriculate into college, underscoring our unwavering focus on college and career readiness. Our curriculum, enrichment programs, and guidance counseling are all designed to prepare students not just for graduation, but for success in higher education and beyond.

These outcomes are the result of a supportive school culture, high-quality instruction, and strong partnerships with families and the broader community. We remain committed to continuous improvement and ensuring every student receives the support they need to thrive.

Strengths

- 77% of Reading CSI students met their 2-year growth goal, exceeding the district goal of 60%.
- STAAR data projects an "A" rating in Domains 1–2, with an overall accountability score of 90.
- 82% of 6th and 7th grade students are Word Masters, surpassing the district goal of 60%.
- 21% of 6th and 7th grade students are Royal Readers, more than doubling the district goal of 10%.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Current student performance in STAAR Math and Science remains below desired proficiency levels. Math STAAR results: 64% Approaches, 32% Meets, 13% Masters (SAS: 36).Science STAAR results: 69% Approaches, 45% Meets, 17% Masters (SAS: 44).	Student underperformance in STAAR Math and Science is primarily due to a lack of vertical alignment across grade levels, resulting in gaps in content knowledge and skill development. Additionally, the absence of a dedicated math interventionist limits our capacity to provide consistent, targeted academic support.
2 ★	Emergent Bilingual (EB) students are underperforming in the speaking and writing domains of the TELPAS exam, indicating a critical gap in language development and proficiency.	The performance gap in TELPAS speaking and writing is largely due to low student confidence, limited test-taking stamina, and a lack of perseverance during assessments. Additionally, there is insufficient structured language support on campus specifically tailored to the needs of EB students. Many students do not fully understand the purpose and importance of the TELPAS assessment process, which c
3	Math proficiency goals were not met for 6th and 7th grade CSI students, indicating a need for strengthened instructional support and targeted interventions to close foundational skill gaps and promote academic growth.	A lack of interventionists and support staff limits the campus's ability to deliver targeted math support, while many students enter with learning gaps that hinder their progress with grade-level content.

★ = Priority

School Processes & Programs

Summary

We will review key areas impacting instructional effectiveness, including support systems for new and struggling teachers, clarity of roles and responsibilities, and the improvement plan process. We'll also examine how lesson planning is guided by data, includes formative assessments, and addresses the diverse needs of all learners.

Strengths

1) Support for New or Struggling Teachers

Strengths: 1) Mentor program in place with mentors who have strong content expertise. 2) Onboarding and support plans are detailed, clearly outlining the what, how, and why of instructional expectations.

2) Roles and Responsibilities

Strengths: 1) Team norms are established and visibly reinforced. 2) Roles and responsibilities are clearly communicated and made accessible to all staff. 3) Classroom roles and expectations are well-defined and consistently implemented.

3) Improvement Plan Process

Strengths: 1) Strong ability to identify performance gaps through data and observation. 2) Low-performing teachers are provided with individualized coaching plans led by instructional leaders.

4) Lesson Planning & Assessments

Strengths: 1) A detailed checklist aligned to the GET rubric guides lesson planning. 2) Lesson plan expectations are clearly defined and allow flexibility, giving teachers autonomy in how they submit and structure their plans.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Lack of a clearly defined onboarding and goal-setting system for new and struggling teachers at BOY, MOY, and EOY.	Assumption that expectations and goals are "understood" -- lack of clear BOY, MOY, EOY systems.
2 ★	Lack of detailed, campus-specific roles, responsibilities, and non-negotiables aligned to district expectations.	GTLs are expected to know non-negotiables without explicit, campus-specific guidance.
3 ★	Lack of a consistent, campus-wide coaching structure that ensures equitable support across all content areas.	Prioritization of accountability-driven instruction over balanced instructional support.
4	Gap in lesson planning practices that prioritize data-driven decision-making over compliance with scope and sequence.	Pressure to adhere strictly to the scope and sequence leads to planning for compliance over instruction.

★ = Priority

Perceptions

Summary

Perceptions:

IDEA Edinburg College Prep is committed to cultivating a collaborative and supportive environment where staff work together, build strong relationships, and actively engage all stakeholders. The school places a high priority on ensuring a safe and secure atmosphere for both students and staff, while upholding a strong commitment to academic excellence and accountability at both the individual and team levels. Additionally, the campus hosts a variety of activities and events aimed at fostering community involvement and strengthening the bond between families and the student body.

Strengths

The AEES (Annual Employee Experience Survey) revealed that (95%) of staff agreed or strongly agreed that they have at least one close friendship with another team member at IDEA, (83%) agree or strongly agree that they would recommend their their manager to other IDEA employees and (83%) agree or strongly agree that they are proud of what we accomplish here at IDEA.

According to the recent data, 11th grade (96.32%) and 6th grade (95.74%) had the highest ADA in the campus. The data also shows that we are meeting our annual ADA goal. The data also reveals that persistence is higher in High School - 12th Grade (100%). # of Student Leavers decreased throughout the year. We are currently meeting our persistence goal for the year. We are overenrolled in the lower grades and thus upper-level grade levels are smaller cohorts for individualized support.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	The highest reason (27%: 11/40) for student leavers this year was due to safety concerns, specifically in middle school.	Inconsistency of the consequences for discipline issues and escalation matrix/consequence needs to impact the student to deter misbehavior. Over enrollment in 6th/7th grade is extremely challenging to manage and supervise.
2 ★	24% of teachers agreed or strongly agreed that our campus is mentally and emotionally healthy.	There have been inconsistencies in deliverables, unrealistic goals, high expectations and a lack of communication from national to regional, campus, and teacher levels has not been timely, hindering effective execution.
3	Culture: Enforcing campus expectations consistently--such as uniform compliance, smooth transitions, and appropriate use of electronics--by paying close attention to the details that shape a strong school culture.	Gaps in communication between administrators and teachers contribute to an unbalanced campus culture, along with inconsistencies in expectations across grade levels.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Current student performance in STAAR Math and Science remains below desired proficiency levels. Math STAAR results: 64% Approaches, 32% Meets, 13% Masters (SAS: 36).Science STAAR results: 69% Approaches, 45% Meets, 17% Masters (SAS: 44).	Student underperformance in STAAR Math and Science is primarily due to a lack of vertical alignment across grade levels, resulting in gaps in content knowledge and skill development. Additionally, the absence of a dedicated math interventionist limits our capacity to provide consistent, targeted academic support.
2 ★	Emergent Bilingual (EB) students are underperforming in the speaking and writing domains of the TELPAS exam, indicating a critical gap in language development and proficiency.	The performance gap in TELPAS speaking and writing is largely due to low student confidence, limited test-taking stamina, and a lack of perseverance during assessments. Additionally, there is insufficient structured language support on campus specifically tailored to the needs of EB students. Many students do not fully understand the purpose and importance of the TELPAS assessment process, which c
3 ★	Lack of a consistent, campus-wide coaching structure that ensures equitable support across all content areas.	Prioritization of accountability-driven instruction over balanced instructional support.
4 ★	Lack of detailed, campus-specific roles, responsibilities, and non-negotiables aligned to district expectations.	GTLs are expected to know non-negotiables without explicit, campus-specific guidance.
5 ★	The highest reason (27%: 11/40) for student leavers this year was due to safety concerns, specifically in middle school.	Inconsistency of the consequences for discipline issues and escalation matrix/consequence needs to impact the student to deter misbehavior. Over enrollment in 6th/7th grade is extremely challenging to manage and supervise.

6 ★	24% of teachers agreed or strongly agreed that our campus is mentally and emotionally healthy.	There have been inconsistencies in deliverables, unrealistic goals, high expectations and a lack of communication from national to regional, campus, and teacher levels has not been timely, hindering effective execution.
7 ★	Our campus is experiencing a gap in student behavioral outcomes, Additionally, there is a lack of consistency in how consequences are issued across classrooms and grade levels.	Leading to perceptions of unfairness among students and staff, and limiting the effectiveness of our behavior management efforts. These inconsistencies point to a need for a clearly defined, developmentally appropriate, and campus-wide behavior system that ensures aligned expectations, equitable consequences, and proactive support for all students.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Special education/non-special education population including discipline, progress and participation data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**

- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**

Goals

Goal 1 Increase Math Performance

Performance Objective 1 ☑ High Priority

Increase 6th/7th grade meets performance by 20 points.

Evaluation Data Source: Summative & Formative assessments

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Coach & Develop Teachers: Lesson plan feedback, rehearsals, observe first teach and provide feedback.

Strategy's Expected Result/Impact: increase by 5% each summative assessment.

Staff Responsible for Monitoring: API, Principal

Problem Statements: Student Learning 1

Formative Reviews

No Progress

November **March** **July**

Strategy 2

Use math interventionist to improve 6th/7th grade math performance.

Strategy's Expected Result/Impact: increase daily exit tickets

Staff Responsible for Monitoring: CSI Teacher, API, Principal

Problem Statements: Student Learning 1

Funding Sources: Math Interventionist SCE Accelerated Instruction (PIC 24),

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Current student performance in STAAR Math and Science remains below desired proficiency levels. Math STAAR results: 64% Approaches, 32% Meets, 13% Masters (SAS: 36).Science STAAR results: 69% Approaches, 45% Meets, 17% Masters (SAS: 44).	Student underperformance in STAAR Math and Science is primarily due to a lack of vertical alignment across grade levels, resulting in gaps in content knowledge and skill development. Additionally, the absence of a dedicated math interventionist limits our capacity to provide consistent, targeted academic support.

Performance Objective 2

70% of students who did not pass STAAR Math in 6-7 Grade and Algebra EOC will earn Approaches.

Strategy 1

Track targeted student performance

Strategy's Expected Result/Impact: Knowledge of student progress after each assessment

Staff Responsible for Monitoring: Teacher, API

Problem Statements: Student Learning 1

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Provide additional support through tutoring, small group instruction.

Strategy's Expected Result/Impact: students will see gains in academic achievement after each assessment.

Staff Responsible for Monitoring: teachers, API, Principal

Problem Statements: Student Learning 1

Formative Reviews

Some Progress

November March July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Current student performance in STAAR Math and Science remains below desired proficiency levels. Math STAAR results: 64% Approaches, 32% Meets, 13% Masters (SAS: 36).Science STAAR results: 69% Approaches, 45% Meets, 17% Masters (SAS: 44).	Student underperformance in STAAR Math and Science is primarily due to a lack of vertical alignment across grade levels, resulting in gaps in content knowledge and skill development. Additionally, the absence of a dedicated math interventionist limits our capacity to provide consistent, targeted academic support.

Performance Objective 3

100% of identified scholars meet required minutes per House Bill 1416

Strategy 1

Teachers will have a tracker where they will track students' progress.

Problem Statements: Student Learning 1

Formative Reviews

Some Progress

November March July

Strategy 2

100% of students needing HB1416 will be placed in tutoring groups by the end of August.

Problem Statements: Student Learning 1

Formative Reviews

Considerable Progress

November March July

Strategy 3

90% of teachers will input minutes served by the end of the week.

Problem Statements: Student Learning 1

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Current student performance in STAAR Math and Science remains below desired proficiency levels. Math STAAR results: 64% Approaches, 32% Meets, 13% Masters (SAS: 36).Science STAAR results: 69% Approaches, 45% Meets, 17% Masters (SAS: 44).	Student underperformance in STAAR Math and Science is primarily due to a lack of vertical alignment across grade levels, resulting in gaps in content knowledge and skill development. Additionally, the absence of a dedicated math interventionist limits our capacity to provide consistent, targeted academic support.

Performance Objective 4

At least 60% SPED students earn Meets or higher in STAAR Math Grades 6-7 and Algebra EOC. by June 2026

Strategy 1

Teachers and students will keep track of their individualized goal, progress and corrections to close the achievement gap and make progress to their goals.

Problem Statements: Student Learning 1

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Current student performance in STAAR Math and Science remains below desired proficiency levels. Math STAAR results: 64% Approaches, 32% Meets, 13% Masters (SAS: 36).Science STAAR results: 69% Approaches, 45% Meets, 17% Masters (SAS: 44).	Student underperformance in STAAR Math and Science is primarily due to a lack of vertical alignment across grade levels, resulting in gaps in content knowledge and skill development. Additionally, the absence of a dedicated math interventionist limits our capacity to provide consistent, targeted academic support.

Goal 2 Improve Student Persistence

Performance Objective 1

IDEA Edinburg CP will meet 87.5% Student Persistence for the 25-26 school year.

Strategy 1

Establish frequent checkpoints with new students throughout the year.

Problem Statements: Perceptions 1

Formative Reviews

November	March	July
Considerable Progress		

Strategy 2

Use MTSS meetings to identify students of concern and provide resources and feedback to teachers on how to support students.

Problem Statements: Demographics 2

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Our campus is experiencing a gap in student behavioral outcomes, Additionally, there is a lack of consistency in how consequences are issued across classrooms and grade levels.	Leading to perceptions of unfairness among students and staff, and limiting the effectiveness of our behavior management efforts. These inconsistencies point to a need for a clearly defined, developmentally appropriate, and campus-wide behavior system that ensures aligned expectations, equitable consequences, and proactive support for all students.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The highest reason (27%: 11/40) for student leavers this year was due to safety concerns, specifically in middle school.	Inconsistency of the consequences for discipline issues and escalation matrix/ consequence needs to impact the student to deter misbehavior. Over enrollment in 6th/7th grade is extremely challenging to manage and supervise.

Performance Objective 2

85% of teachers will implement Move this World 3 out 5 days.

Strategy 1

Train teachers in the benefits of using Move this World to support student social and emotional learning.

Strategy's Expected Result/Impact: increased student support in the area of social emotional learning.

Staff Responsible for Monitoring: Counselor, API, Principal

Problem Statements: Perceptions 1

Formative Reviews

Accomplished

November	March	July

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The highest reason (27%: 11/40) for student leavers this year was due to safety concerns, specifically in middle school.	Inconsistency of the consequences for discipline issues and escalation matrix/ consequence needs to impact the student to deter misbehavior. Over enrollment in 6th/7th grade is extremely challenging to manage and supervise.

Goal 3 Enhance Student Engagement

Performance Objective 1

IDEA Edinburg achieves a reduction in chronic absenteeism by at least 1.5% from their 24-25 cumulative rate for the 2025-2026 School Year as measured by the last day of school in May 2026.

Strategy 1

Daily attendance huddle to review students of concern

Problem Statements: School Processes & Programs 2

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Lack of detailed, campus-specific roles, responsibilities, and non-negotiables aligned to district expectations.	GTLs are expected to know non-negotiables without explicit, campus-specific guidance.

Performance Objective 2 ☑ High Priority

IDEA Edinburg will achieve a 94.5% annual attendance rate for the 25-26 school year.

Strategy 1

Foster relationships with parents and students to highlight the importance of daily attendance while explaining the ramifications of continued chronic absenteeism

Strategy's Expected Result/Impact: Build awareness and collaboration with stakeholders.

Staff Responsible for Monitoring: APO, API, teachers, Principal

Problem Statements: School Processes & Programs 2

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Lack of detailed, campus-specific roles, responsibilities, and non-negotiables aligned to district expectations.	GTLs are expected to know non-negotiables without explicit, campus-specific guidance.

Goal 4 All IDEA Edinburg Students Matriculate to College

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

100% of graduates meet TSIA college readiness benchmark

Strategy 1

Strengthen Data Transparency - Maintain consistent and transparent communication with all stakeholders regarding current performance data

Staff Responsible for Monitoring: college counselors, Principal

Problem Statements: School Processes & Programs 2

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Foster a Collaborative Culture for Student Success

Strategy's Expected Result/Impact: increase in student and teacher investment

Staff Responsible for Monitoring: College Counselors, Principal

Problem Statements: School Processes & Programs 2

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Lack of detailed, campus-specific roles, responsibilities, and non-negotiables aligned to district expectations.	GTLs are expected to know non-negotiables without explicit, campus-specific guidance.

Performance Objective 2

College Prep Average ACT score of 20 or better in 11th grade.

Strategy 1

Use data to invest all stake holders

Strategy's Expected Result/Impact: build school community awareness on student progress with ACT

Staff Responsible for Monitoring: college counselors, Principal

Problem Statements: School Processes & Programs 2

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Targeted observations in designated classrooms to ensure implementation of ACT lessons.

Strategy's Expected Result/Impact: students will be better prepared for ACT

Staff Responsible for Monitoring: college counselors, API, Principal

Problem Statements: School Processes & Programs 2

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Lack of detailed, campus-specific roles, responsibilities, and non-negotiables aligned to district expectations.	GTLs are expected to know non-negotiables without explicit, campus-specific guidance.

Goal 5 Increase Performance in Target Student Populations.

Performance Objective 1 ☑ High Priority

28% of EB students will make 1 level composite growth in TELPAS

Strategy 1

Embed language development across all content areas: All teachers (not just ESL/ELA) intentionally support academic language growth.

Strategy's Expected Result/Impact: Students see growth from BOY to EOY

Staff Responsible for Monitoring: Teachers, API, Principal

Problem Statements: Student Learning 2

Formative Reviews



Strategy 2

Use TELPAS-aligned instruction & practice: Familiarize students with the expectations and build daily opportunities for listening, speaking, reading, and writing.

Strategy's Expected Result/Impact: Students will demonstrate growth while using summit k-12

Staff Responsible for Monitoring: Teachers, API

Problem Statements: Student Learning 2

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Emergent Bilingual (EB) students are underperforming in the speaking and writing domains of the TELPAS exam, indicating a critical gap in language development and proficiency.	The performance gap in TELPAS speaking and writing is largely due to low student confidence, limited test-taking stamina, and a lack of perseverance during assessments. Additionally, there is insufficient structured language support on campus specifically tailored to the needs of EB students. Many students do not fully understand the purpose and importance of the TELPAS assessment process, which c

Performance Objective 2

60% of SPED Students attain approaches in STAAR by June 2026

Strategy 1

Increase collaboration between general education and special education teachers.

Strategy's Expected Result/Impact: Increased understanding on how teachers can support students.

Staff Responsible for Monitoring: Special Education teacher, API, Principal

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

Observe classroom instruction to ensure student accommodations are available and used by students.

Strategy's Expected Result/Impact: special education students increase achievement on daily exit ticket and formative assessments.

Staff Responsible for Monitoring: API, Principal

Formative Reviews

Some Progress	Moderate Progress	

November	March	July

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Our school community is formed into committees, and each committee has the opportunity to give feedback on specific areas. Staff have the opportunity to share what is going well and what needs to improve.

1.2 Location for Evidence of Multiple Meetings Held

Our campus held two townhalls for our school community/stakeholders to attend and listen to our overall progress and to receive feedback from the community. We also hosted a staff meeting where staff members were assigned as part of a committee and where they provided feedback on areas of improvement.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Meetings began in the spring in preparation for building the campus improvement plan. This included leader training, townhalls for the community, and committee meetings with staff.

2.2 Stakeholders 1114(b)(2)

Every year our campus sends a survey to staff, family and students to get feedback on areas that we are doing well and areas that need improvement. Surveys include multiple choice and open ended questions.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

Our plan is made available through our website at www.ideapublicschools.org

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

NA

Title I Personnel

Name	Position	Program	FTE
AZUCENA del Rocio TREVINO	TEACHER - INTERVENTIONIST	School-wide Program	1
NINFA PATRICIA ALCALA	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Math Interventionist	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$52,193.71
				+/- Difference	**$52,193.71**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,968.37
				+/- Difference	**$3,968.37**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,129.06
				+/- Difference	**$6,129.06**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$9,609.93
				+/- Difference	**$9,609.93**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,570.65
				+/- Difference	**$3,570.65**

IDEA Public Schools

Elsa Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:25 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 10

Perceptions 13

Priority Problem Statements 15

Data Documentation for CNA 18

Improvement Planning Data 19

Goals 20

Goal 1 : Increase 3rd-5th Grade Math Proficiency 21

Goal 2 : Implement MTSS proficiently 23

Goal 3 : Improve Literacy Academic Proficiency in grades 1st through 5th 25

Goal 4 : Improve student persistence 27

Goal 5 : Improve TELPAS growth in Early Elementary 29

Title I Summary 30

Title I Personnel 31

Committees 32

School Process 33

Meeting Logs 33

Members 33

Demographics 33

Meeting Logs 33

Members 33

Comprehensive Needs Assessment

Demographics

Summary

IDEA Elsa Academy serves a total student population of 718 students from kindergarten through 5th grade. The student body is nearly evenly split by gender, with 49.44% female and 50.56% male. A significant majority of the students—93.73%—identify as Hispanic or Latino, reflecting the cultural makeup of the surrounding community in Elsa, Texas. In terms of race, the school has small representations of other racial groups, including White (5.99%), American Indian or Alaskan Native (0.14%), and Asian (0.14%), with no reported students identifying as Black, Native Hawaiian, or multiracial. The school also supports a diverse range of student needs through special education services, with the most common primary disabilities including developmental delay (27.85%), speech impairment (22.78%), and learning disability (17.72%).

Strengths

- **Cultural Cohesion and Representation**
  With 93.73% of students identifying as Hispanic or Latino, the school likely benefits from a strong sense of cultural identity and community. This can support culturally relevant teaching practices and family engagement.
- **Balanced Gender Distribution**
  The near-equal split between male (50.56%) and female (49.44%) students suggests a balanced environment that can support equitable participation in activities and programs.
- **Early Grade Focus**
  Serving students from kindergarten to 5th grade allows the school to concentrate on foundational academic and social-emotional skills during critical developmental years.
- **Identification and Support of Special Education Needs**
  The school shows a strong commitment to identifying and supporting students with disabilities—especially in areas like speech impairment (22.78%) and developmental delay (27.85%). This indicates active screening processes and dedicated support services.
- **Consistent Grade-Level Enrollment**
  Enrollment numbers are relatively evenly distributed across all six grade levels, suggesting strong retention and stable class sizes, which can support consistent instruction and planning.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	A substantial portion of students at Idea Elsa Academy--nearly 84% of those receiving special education services--are identified with developmental delays, speech impairments, or learning disabilities.	This high concentration suggests a growing need for enhanced early intervention services, specialized instructional strategies, and additional staff training.
2 ★	Despite serving a predominantly Hispanic student population, Idea Elsa Academy lacks racial and cultural diversity, which may limit students' exposure to diverse perspectives and global cultural competencies.	The absence of representation from Black, multiracial, and other racial groups underscores a need for intentional curriculum development and community engagement strategies that promote inclusivity and multicultural understanding.

★ = Priority

Student Learning

Summary

Student achievement at our school reflects both areas of strength and opportunities for growth. Current targets for the 2024-2025 school year include earning a 54 student achievement score in state exams for reading and math, with goals of 90% approaches, 60% meets, and 30% masters in all content areas.

Academic Performance Highlights:

- **Reading (3rd-5th Grades)**
  Overall performance on the 2025 mock exams indicates that 54% of all students met grade level in ELAR, with Hispanic students achieving 59%, White students 44%, Emergent Bilingual (EB) students 58%, economically disadvantaged students 58%, and SPED students 27%.
  For 3rd grade, overall ELAR performance was 53%, with Hispanic and economically disadvantaged students also at 51%, while SPED students scored significantly lower at 5%.
  4th-grade overall ELAR performance was 52%, with Hispanic students at 51% and White students performing slightly higher at 54%.
  5th-grade ELAR results showed stronger performance, with an overall score of 59%, Hispanic students at 59%, EB students at 58%, and economically disadvantaged students also at 58%, but SPED students remained lower at 27%.

- **Math (3rd-5th Grades)**
  Overall math performance was 42% across grades 3-5, with Hispanic students at 42%, EB students at 40%, economically disadvantaged students at 42%, and SPED students at just 9%.
  3rd-grade math scores averaged 39%, with White students achieving 42% but SPED students struggling at just 7%.
  4th-grade math results were similar, with overall performance at 39% and SPED students at just 3%.
  5th-grade math scores improved to 48%, with White students achieving 67%, the highest among all groups, while SPED students improved slightly to 18%.

K-2 Reading Performance:
For early literacy, 90% of K-2 students are targeted to end the year on reading level. Current data shows that 68.42% of kindergarten, 83.64% of 1st grade, and 80.00% of 2nd grade students are on track to meet this goal.

Closing Gaps and Growth:
While progress is being made, there are notable performance gaps across student groups. SPED students, in particular, consistently score lower than their peers in both reading and math. The school aims to close these gaps through targeted interventions and data-driven instruction, with goals to increase the percentage of students meeting or mastering grade-level standards in all subjects.

Strengths

Demographic Strengths for the 2024-2025 School Year

Our campus demonstrates several notable demographic strengths based on recent data:

1. **Emergent Bilingual (EB) Progress:**
   - Strong growth in ELAR, with EB students achieving 58% at grade level on the 2025 mock exams, outperforming the overall average of 54%.
   - High academic growth targets in math, with 62% projected to meet or exceed grade level, aligning closely with overall student growth targets.
   - 3rd-5th grade EB students show significant performance in reading, ranking 6th in the region (RGV) and demonstrating resilience despite language acquisition challenges.
2. **Early Literacy Success:**

- High early literacy rates in primary grades, with 83.64% of 1st graders and 80.00% of 2nd graders performing at benchmark levels, reflecting strong foundational reading instruction.
- Direct Instruction (DI) results show nearly 78% of all K-2 students are on track, supporting future academic success.

3. **Hispanic Student Achievement:**
    - Hispanic students demonstrated robust performance in ELAR, achieving 59% at grade level on the 2025 mock exams, higher than the overall campus average.
    - Consistently strong academic growth, with 68% projected to meet math academic growth targets, the highest among demographic groups.
4. **High-Performing White Student Group:**
    - White students outperformed their peers in math, achieving 67% at grade level in 5th grade, significantly above the overall campus average of 48%.
    - ELAR performance in 4th grade also stands out, with 54% at grade level, demonstrating consistent academic strength across subjects.
5. **Reading Intervention Success:**
    - CSI (Critical Student Intervention) Reading data shows steady progress, with 44.83% of 3rd-5th graders either closing significant reading gaps or ending on grade level, moving closer to the 50% goal.
6. **Motivated Readers:**
    - 65% of students in grades 1-5 have achieved "Word Master" status, reflecting strong independent reading habits and vocabulary growth.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	The percentage of 3rd grade students meeting grade-level expectations in math is below the target, with only 39% achieving proficiency, significantly lower than the 49% overall math target.	Limited use of hands-on, engaging math activities that build conceptual understanding.
2 ★	SPED students in grades-3-5 continue to struggle with math, with just 9% achieving grade-level proficiency, falling significantly below the 29% target for this subgroup.	Insufficient and inconsistent use of specialized instructional strategies and assistive technology to support mathematical understanding.
3 ★	Despite growth in TELPAS performance, only 0.05% of 2nd grade students showed growth in two domains, indicating a significant gap in language acquisition at the early elementary level.	Inconsistent language-rich instruction and limited speaking and listening practice for young EB students.
4	Only 44% of White students in grades 3rd-5th are meeting grade-level expectations in ELAR, below the 59% target for this subgroup, indicating a need for targeted literacy support.	Lack of targeted small group instruction for students just below grade level.

★ = Priority

School Processes & Programs

Summary

IDEA Elsa offers quality education to all students every day. Kinder students receive instruction on team-teach. 1st Grade-5th Grade rotate through 4 teachers specializing in specific content. Teachers use Great Minds, Reading Mastery Transformation and district curriculum lessons by internalizing for preparation. In 3-5th ELA and Math used supplemental TEKS based resources. Additionally, after-school programs are offered to students such as: arts and crafts, soccer, dance, cheerleading, faith study and more. After school and Saturday camps were also offered to students for extra academic support.

Professional development is offered at the campus level based on teacher performance. Teachers meet weekly for lesson rehearsals and are given one-on-one coaching that can look like on-the-spot coaching and modeling.

Teachers receive weekly communication via Teacher Weekly newsletter and stay in communicated on daily basis with school-wide chats. Parents received weekly newsletter and are updated through campus portals Remind and Classdojo. Students and parents complete a Spring Student/Family yearly survey to give the campus feedback.

Students receive technology-integrated lessons and have access to class set for K-2nd grade and one-on-one on 3-5th grade. Students also have specific daily lesson time to develop typing skills.

Support services offered at our campus by our school counselor to all our students. We also have a Social Worker Intern that works with students needing additional support. Students have access to TCHATT. A counselor referral form needs to be completed by parent if interested in additional services. Our campus has 2 General SPED teachers to work with students that individualized educational plan. Counseling is done by school psychologist for students who have qualifying conditions. We have special programs offered at our campus: RTI, 504, EB, SPED and Accelerated Learning.

Teachers coached and developed using the Guidepost of Excellent Teaching rubric. All teachers have been evaluated for the 2024–2025 school year, receiving comprehensive feedback on their performance. The evaluation revealed varying levels of proficiency across several domains:

- **Content Mastery (GP 1):** 75% of teachers demonstrated solid proficiency in their subject areas.
- **Cultural Competency (GP 2):** Teachers excelled in fostering inclusive, diverse learning environments, earning an 89% proficiency rating.
- **Ownership of Teaching (GP 3):** A strong 90% of teachers exhibited high levels of commitment and responsibility in their teaching practices.
- **Effective Use of Data (GP 4):** All teachers (100%) effectively used data to inform instruction.
- **Integration Beyond the Lesson (GP 5):** 100% of teachers showed proficiency in extending learning beyond classroom instruction.

This comprehensive assessment highlights both strengths and opportunities for growth, offering valuable insights to guide professional development and enhance instructional effectiveness moving forward.

Strengths

Several key strengths have emerged for the 2024–2025 school year:

- **Preparation and Confidence:** Teachers returning to the same roles have expressed feeling more prepared, reflecting a positive trend in their confidence and instructional readiness.
- **Effective Use of Resources:** Campus-provided resources have significantly supported teachers in aligning their instruction with the rigor and expectations of the TEKS (Texas Essential Knowledge and Skills), helping to create an environment conducive to high-quality teaching and learning.

- **Alignment and Collaboration in ELAR:** In the English Language Arts and Reading (ELAR) domain, strong alignment and collaboration among educators have been observed, indicating a unified effort toward shared instructional goals.
- **Effective Use of Data (GP 4):** All teachers (100%) have demonstrated proficiency in leveraging data to inform and improve their instructional practices.
- **Integration Beyond the Lesson (GP 5):** Every teacher (100%) has shown strength in extending learning beyond the classroom, integrating content in meaningful and lasting ways.

IDEA Elsa retains an average of 90% of students year over year.

90% of IDEA Elsa parents rate the school 90% "This school hold my child to high academic standards"

86% of IDEA Elsa Academy students rate IDEA on the statement "My teachers challenge me to do my best"

These strengths highlight the dedication and effectiveness of the teaching staff, contributing to a supportive learning environment and enhancing the overall student experience.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Our school struggled with establishing and maintaining a consistent, positive school-wide culture.	Fragmented communication with implementing rules, rewards and consequence using a hierarchy campus plan.
2 ★	Teachers and leaders struggled low proficiency ratings throughout most of the year in GET 1B Lesson planning/internalizations	A new lesson planning system and accompanying GET rubric posed a significant challenge to all contents including dibels. Teachers had to unpack district lesson plans due to a shift in standards throughout grade levels.
3	Teachers are not effectively internalizing and implementing concept development in 3rd-5th Math	Factors contributing to the issue is curriculum not covering all standards to the rigor of the assessment, ineffective conceptual development with the use of concrete or real-world understanding of content, and limited variation of lesson delivery methods
4 ★	52% of students indicated "I'm excited to go to school every day" on the yearly survey	Inconsistent implementation of the behavior reward system

★ = Priority

Perceptions

Summary

At our campus, the Perceptions category within the Campus Needs Assessment focuses on collecting and analyzing feedback from key stakeholders—families, students, and staff—to understand the broader school climate and culture. Data is gathered through formal tools such as the annual parent and staff surveys, ADA reports, persistence metrics, and enrollment trends. These sources help us evaluate community engagement, staff satisfaction, student retention, and perceptions of safety and belonging. Our team reviews these metrics regularly using platforms such as the Locus Dashboard and PowerSchool, and collaborates through committee meetings to discuss trends and implications. Practices include using survey results to shape family engagement events, monitoring ADA weekly, and conducting strategic enrollment pushes based on current gaps. These data-informed practices help guide decision-making, goal setting, and improvement planning in a focused and responsive way.

Strengths

- IDEA's staff retention rate is currently at 100%, exceeding the campus goal of 85%.
- 88% of staff reported in the annual survey that they are proud to work at IDEA and believe it is a great organization. The high staff retention and survey results reflect a strong workplace culture where staff feel valued and supported.
- IDEA's current student attendance rate is 95.80%, surpassing the campus goal of 95.21%. The strong attendance rate suggests families are committed and students feel safe and welcomed on campus.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Our campus is currently under-enrolled by 44 students for the 2025-2026 school year.	Lack of consistent, high-touch follow-up with applicants and waitlisted families.
2 ★	Our student persistence rate is at risk of falling below the 90% target as we approach historically high-leaver months.	High volume of applicants does not always translate to high-quality, mission-aligned enrollments. While we are meeting quantity goals for new applications, limited screening and readiness checks may lead to onboarding families who are less aligned with our school culture and expectations, increasing the likelihood of early withdrawals.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Teachers and leaders struggled low proficiency ratings throughout most of the year in GET 1B Lesson planning/internalizations	A new lesson planning system and accompanying GET rubric posed a significant challenge to all contents including dibels. Teachers had to unpack district lesson plans due to a shift in standards throughout grade levels.
2	52% of students indicated "I'm excited to go to school every day" on the yearly survey	Inconsistent implementation of the behavior reward system
3	SPED students in grades-3-5 continue to struggle with math, with just 9% achieving grade-level proficiency, falling significantly below the 29% target for this subgroup.	Insufficient and inconsistent use of specialized instructional strategies and assistive technology to support mathematical understanding.
4	Despite serving a predominantly Hispanic student population, Idea Elsa Academy lacks racial and cultural diversity, which may limit students' exposure to diverse perspectives and global cultural competencies.	The absence of representation from Black, multiracial, and other racial groups underscores a need for intentional curriculum development and community engagement strategies that promote inclusivity and multicultural understanding.
5	Despite growth in TELPAS performance, only 0.05% of 2nd grade students showed growth in two domains, indicating a significant gap in language acquisition at the early elementary level.	Inconsistent language-rich instruction and limited speaking and listening practice for young EB students.
6	Our student persistence rate is at risk of falling below the 90% target as we approach historically high-leaver months.	High volume of applicants does not always translate to high-quality, mission-aligned enrollments. While we are meeting quantity goals for new applications, limited screening and readiness checks may lead to onboarding families who are less aligned with our school culture and expectations, increasing the likelihood of early withdrawals.

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Goals

Goal 1 Increase 3rd-5th Grade Math Proficiency

Performance Objective 1 ☑ High Priority

Raise overall math proficiency SAS from 48% to 53% by EOY.

Evaluation Data Source: Quizzes, Interim Assessment, Mock assessment, Exit ticket data

Strategy 1

Implement a campus-wide math framework focused on conceptual rigor and real-world application. Weekly math PLCs, targeted coaching on lesson internalization, and integration of manipulatives and digital tools

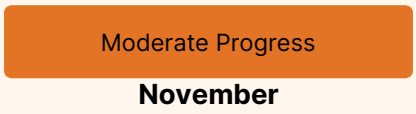
Strategy's Expected Result/Impact: * Increase 3rd-5th grade math proficiency from 48% to 53%.
* Strengthen teacher confidence and consistency in lesson delivery.

Staff Responsible for Monitoring: API, Math Teachers, Math Interventionist, Sped Teacher, Principal

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 2

Increase STAAR SpEd math SAS proficiency from 9% to 25%

Evaluation Data Source: Daily Exit Ticket data, Renstar MOY and EOY data, IA data and Mock assessment data

Strategy 1

Weekly SPED-general ed planning, targeted interventions, and PD on accommodations and co-teaching models.

Strategy's Expected Result/Impact: Teacher proficiency in servicing SpEd scholars to improve their math performance

Staff Responsible for Monitoring: API, SpEd Teachers, Math Teachers, Math Interventionist

Title I: 2.5.1, 2.5.3

Formative Reviews



Performance Objective 3 ☑ High Priority

100% of Math teachers are rated on GET 1B and 85% are rated proficient

Evaluation Data Source: Teacher Rating dashboard "School Status Boost", 2x2 1B Rating, Leader observation notes for evidence of coaching and growth

Strategy 1

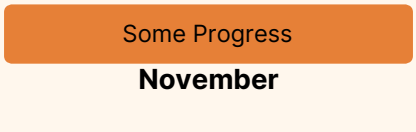
Continue bi-weekly observation rounds and feedback cycles aligned to the GET rubric 1B

Strategy's Expected Result/Impact: Increase GET Rating on 1B to 85%

Staff Responsible for Monitoring: APIs, Principal, Instructional coaches

Title I:

Formative Reviews



Goal 2 Implement MTSS proficiently

Performance Objective 1

Increase student engagement from 52% to 70% in "I'm excited to go to school every day" on the yearly survey

Evaluation Data Source: PBIS point system, culture rounds data, student survey results

Strategy 1

Relaunch the behavior reward system with clear expectations, consistent implementation, and student input.

Strategy's Expected Result/Impact: Reimagine the student experience to foster joy, belonging, and purpose. Improve school culture and reduce behavior incidents.

Staff Responsible for Monitoring: Academic counselor, APIs, Classroom teachers, APO and principal

Title I:

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2

100% of anti bullying lessons and safer smarter schools lessons are completed by September 20, 2025.

Evaluation Data Source: Classroom observations

Strategy 1

Teachers will integrate Safer smarter school lessons and antibullying prevention lessons as part of their culture camp lessons. They will submit lesson plans that reflect that.

Strategy's Expected Result/Impact: Students understand and become antibullying advocates and understand the part they play in keeping our school safe.

Staff Responsible for Monitoring: Academic counselor, APIs, Grade team leaders and principal

Title I:

Formative Reviews

Accomplished

November	March	July

Performance Objective 3

IDEA Elsa Academy maintains a chronic absenteeism rate at or below 10% for the 2025-2026 school year as measured by the last day of school in May 2026

Evaluation Data Source: Daily Attendance average

Strategy 1

Daily ADA huddles to discuss immediate next steps to identify chronic absentees and create solutions and next steps

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November	March	July

Goal 3 Improve Literacy Academic Proficiency in grades 1st through 5th

Performance Objective 1

Increase DIBELS proficiency in 1st grade from 65% to 70%

Evaluation Data Source: DIBELS checkpoints, weekly DI data and classroom observations

Strategy 1

Expand guided reading and phonics-based instruction in 1st grade.

Strategy's Expected Result/Impact: Raise 1st grade DIBELS proficiency from 65% to 70%.

Staff Responsible for Monitoring: API, classroom teachers

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 2

Improve 3rd- 5th STAAR RLA SAS to a 60.

Evaluation Data Source: Daily Exit tickets, Weekly Assessments, Interim Assessment Data

Strategy 1

Train and monitor teacher growth in conceptual development strategies, limited variation in lesson delivery, and curriculum misalignment with assessment rigor

Strategy's Expected Result/Impact: Instructional rigor and alignment with strong student RLA outcomes

Staff Responsible for Monitoring: Teachers, APIs, instructional coaches and principal

Title I: 2.5.1

Formative Reviews

Some Progress

November | March | July

Performance Objective 3 ☑ High Priority

100% of RLA teachers are rated on GET 1B and 85% are rated proficient

Evaluation Data Source: Teacher Rating system School Boost, 2x2 data for 1B, leader observations and coaching notes for evidence

Strategy 1

Refine coaching cycles and increase collaborative planning and Bi-weekly observation rounds, differentiated PD pathways.

Strategy's Expected Result/Impact: GET rubric ratings and School status Boost tracking

Title I:

Formative Reviews

Some Progress

November | March | July

Goal 4 Improve student persistence

Performance Objective 1 ☑ High Priority

90% of IA Elsa students will return for the 26-27 school year

Evaluation Data Source: Monthly and quarterly data, attendance trackers, GTL tactical notes, PTG data

Strategy 1

Include consistent implementation of the behavior reward system and access to engaging electives

Strategy's Expected Result/Impact: Students will enjoy coming to school in a positive learning environment

Staff Responsible for Monitoring: Teachers, GTLs, APIs, Counselors, APO, and Principal

Title I:

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 2

90% of student from 2nd thru 5th grade meet their MVPA minutes goal.

Evaluation Data Source: MVPA tracker, MVPA dashboard, Student tracker with watch minutes.

Strategy 1

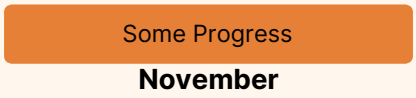
Increase student physical activity during the allotted PE times and track student goals in a weekly basis

Strategy's Expected Result/Impact: Increase the amount of students reaching goal

Staff Responsible for Monitoring: PE coach, API

Title I: 2.5.1

Formative Reviews



Performance Objective 3

School is compliant with 100% parent engagement events as per TITLE 1 requirements

Evaluation Data Source: Title 1 crate for parent engagement attendance, Parent engagement logs

Strategy 1

Schedule and advertise events proactively.

Strategy's Expected Result/Impact: Increase parent attendance to event

Staff Responsible for Monitoring: Academic counselor, APO and principal

Formative Reviews



Goal 5 Improve TELPAS growth in Early Elementary

Performance Objective 1 ☑ High Priority

By the end of the 2025-26 school year our English Learners will demonstrate an increase in growth in the TELPAS assessment from a 15% to a 30%

Evaluation Data Source: TELPAS mock, Teacher observations and RLA assessments

Strategy 1

Increase TELPAS domain growth in 2nd grade.

Strategy's Expected Result/Impact: Close early literacy gaps and accelerate language acquisition for EB students

Staff Responsible for Monitoring: EB point person, APIs, Teachers, Principal

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

Formative Reviews

Some Progress

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALEYDA VILLAGOMEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
AMY CARDENAS	COTEACHER	School-wide Program	1
JOSE NOE PADRON	COTEACHER	School-wide Program	1
NATHANIA NIREL FLORES	COTEACHER	School-wide Program	1
NELDA HINOJOSA	SR. COTEACHER	School-wide Program	1
YUMAIRA GOMEZ CAVAZOS	TEACHER - INTERVENTIONIST	School-wide Program	1

Committees

Committees

School Process

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 12, 2025 @ 4:15 PM	IDEA ELSA Cafeteria	CNA Committee Signatures.pdf	CNA Meeting Log School Process.pdf

Members

First Name	Last Name	Position	Committee Role
Victoria	Cazares	1st Science Teacher	Member
Vanessa	Garcia	PE Teacher	Member
Sabrina	Garcia	Kindergarten Math Teacher	Member
Roxanne	Castaneda	3rd ELAR Teacher	Member
Paola	Martinez	2nd Math Teacher	Member
Leanne	Segura	4th Science Teacher	Member
Davlyn	Rodriguez	5th Science Teacher	Member
Darlena	Cantu	4th Math Teacher	Member
Damaris	Perez	Assistant Principal of Instruction	Facilitator /Administrator
Cristal	Reyes	Assistant Principal of Instruction	Administrator

Demographics

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 12, 2025 @ 4:30 PM	IDEA Elsa	Academy CNA Sign In Demographics.pdf	--

Members

First Name	Last Name	Position	Committee Role

Elsa	Hernandez	APO	Facilitator
Rosalia	Duarte	RISE Teacher	Member
Nattalie	Noriega	2nd Teacher	Member
Miranda	Carabez	4th Teacher	Member
Kassandra	Loredo	1st Teacher	Member
Crystal	Williams	5th Teacher	Member
Chanel	Cruz	Sped Teacher	Member
Anabel	Zamarron	Kinder Teacher	Member
Aleyda	Villagomez	Interventionist	Member

IDEA Public Schools



Elsa College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:25 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 10

Perceptions 12

Priority Problem Statements 15

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 19

Employee Data 19

Parent/Community Data 19

Support Systems and Other Data 19

Goals 20

Goal 1 : Increase the overall Student Achievement Score (SAS) 21

Goal 2 : Increase parent and student engagement 24

Goal 3 : Increase College Readiness 26

Goal 4 : Create a culture of achievement 28

Goal 5 : Implement Multi Tiered Student Supports (MTSS) 30

Title I Summary 33

Title I Personnel 34

Committees 35

Perceptions 36

Meeting Logs 36

Members 36

Demographics 36

Meeting Logs 37

Members 37

Comprehensive Needs Assessment

Demographics

Summary

IDEA Elsa College Preparatory serves 737 students in grades 6 through 12. The campus reflects the demographics of the surrounding community, with a student body that is 96.47% Hispanic/Latino and nearly evenly split between male (49.39%) and female (50.61%) students. Each grade level is well represented, with the largest cohort in 6th grade (18.72%) and a strong continuation through 12th grade (12.48%). As a Title I Schoolwide Program campus, all students benefit from federally supported programs aimed at improving academic achievement and closing equity gaps.

The campus is committed to serving all learners, including a high percentage of economically disadvantaged students (90.64%), at-risk students (58.21%), Emergent Bilinguals (45.73%), and those receiving special education services (15.6%). In addition to rigorous college preparatory academics, the school offers **Career and Technology Education (CTE) courses**, equipping students with valuable skills and industry-aligned training to prepare them for both college and career pathways. Though not currently designated as an Early College High School or P-TECH, IDEA Elsa CP provides a supportive learning environment led by experienced educators and staff focused on helping students thrive in their postsecondary journeys.

Strengths

1. **Diverse and Inclusive Learning Environment**
   With 96.47% Hispanic/Latino students and nearly equal gender representation, IDEA Elsa CP embraces cultural diversity and fosters an inclusive school community that reflects its local population.
2. **Strong Support for Economically Disadvantaged Students**
   Serving a student body where over 90% are economically disadvantaged, the campus effectively utilizes its Title I Schoolwide Program status to provide comprehensive academic and social support to all students.
3. **Dedicated Focus on At-Risk and Special Populations**
   The school demonstrates a strong commitment to supporting at-risk learners (58.21%), Emergent Bilingual students (45.73%), and students in Special Education (15.6%) through tailored instruction, intervention programs, and inclusive practices.
4. **Comprehensive Career and Technology Education (CTE) Offerings**
   By providing CTE courses, the campus equips students with practical skills, certifications, and career exploration opportunities, preparing them for both college and workforce success.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Over 58% of students at IDEA Elsa College Preparatory are classified as At-Risk, indicating that a significant portion of the student population faces academic, behavioral, or social-emotional challenges that may hinder long-term success in college and career readiness.	Some students may enter middle or high school with foundational skill deficits that compound over time.
2	IDEA Elsa College Preparatory currently offers no enrollment in Early College, P-TECH, or associate degree pathways, limiting access to advanced academic and technical career opportunities that can enhance college readiness for all students.	There may not yet be established collaborations with local colleges or businesses to support program implementation.

★ = Priority

Student Learning

Summary

STAAR Scores:

- 6th RLA: 74/49/21 (48)
- 6th Math: 65/19/5 (30)
- 7th RLA: 73/53/28 (51)
- 7th Math: 56/40/7 (34)
- 8th RLA: 79/66/33 (59)
- 8th Alg 1: 82/50/19 (50)
- 8th Bio: 92/59/12 (54)
- 8th History: 62/23/13 (33)
- English 1: 66/46/10 (41)
- English 2: 65/51/5 (40)
- US History: 97/64/28 (63)

STAAR ALT Scores:

- 6th RLA: 75%/25% (3/1 Student)
- 6th Math: 100/100 (4 Students)
- 7th RLA: 100/100 (1 student)
- 7th Math: 100/100 (1 student)
- 8th RLA: 0/100 (0/1 Student)
- 8th Alg 1: 100/100 (2 Students)
- 8th Science: 100/100 (1 student)
- 8th History: 100/100 (1 student)
- Bio: 100/100 (2 Students)
- Eng 1. 100/100 (2 Students)
- Eng. 2 100/100 (1 Student)
- US History: 67%/33% (3 students)

CCMR:

- No data until next year

Advanced Course: (Scores arrive in July)

- AP Human Geo
- AP Spanish Lang
- AP Spanish Lit
- AP English Lang.
- AP English Lit
- AP US. History
- AP Enviormental Science
- AP Pre Cal
- AP Cal
- AP Biology
- AP ART 2D
- AP Comp. Science
- AP World History
- AP Micro Economics
- AP Govement

TELPAS Data:

Grade	Student Count	No Score/Begninning/Intermediate/Advance/Advance High
6th	58	0%/ 2%/ 62% / 36% / 0%
7th	63	2%/ 3%/ 52% / 38% / 5%
8th	52	4%/ 0%/ 44%/ 42% / 10%
9th	47	2%/ 4%/ 62% / 26%/ 6%
10th	50	0%/ 6%/ 58% / 32%/ 4%
11th	29	0%/ 3%/ 38%/ 48%/ 10%

Strengths

STAAR Teacher retention

- **6th: Math**
- **7th: Reading & Math**
- **8th: Reading, Social Studies**
- **Eng. 1**
- **Eng. 2**
- **US History.**

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Teachers did not know how to fully use and pull data from online platforms to support students.	During the 24-25 school year, students and teachers had access to various programs to support our students with HB1416 mins, intervention practices, homework and tutoring services. Teachers lacked the knowledge of collecting data from different data sources and applying it to create next steps.
2	Lead team did not differenciate Professional Develpment throughout the school year to staff on Professional Development Days. New to IDEA teachers lacked specific/targeted PD based on their knowledge and skills.	Professional development topics were assigned by Head quarters and not based on campus needs. These PD days were once a month and only for half day.
3	We currently have 14% of our student population already identified as SPED. The campus have several other students who are below grade level and are needing supports, but have not be identifed as SPED, 504, or RTI.	There is not a consistent student support throughout the campus to close the gap.

★ = Priority

School Processes & Programs

Summary

1. Staffing
2. Instruction
3. Accountability
4. Interventions
5. Safety & Culture

Strengths

1. Structured recruitment & Hiring.

* Job descriptions align with school values.
* Use of Jobvite and structured interviews ensures fairness and mission alignment.
* Active recruitment through career fairs increases candidate reach.

2. Coaching & Observation Systems

* Weekly observations, feedback debriefs, and follow-ups are standard.
* Struggling teachers receive intensive support multiple times per week
* This support structure aligns with improved reading outcomes in improved reading outcomes in 8th grade and U.S. History success.

3. Strong Vertical Support (6-12 campus)

* Grade-to-grade transition support allows academic and behavioral consistency.
* RTTC program supports college access and affordability effectively.

4. Campus Safety & Crisis Preparedness

* Active CCT (Campus Crisis Team) and armed daily officer presence.
* Regular emergency response training builds trust and safety for all stakeholders.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	During the 2024-2025 school year we had several teachers teaching out of their content specialization. Thus, they were not able to deliver quality instruction to their students. (Staffing)	Student enrollment did not justify hiring enough teaching staff to fill all classes and thus some teachers had to teach two or three different contents.
2 ★	During the 2024-2025 school year most Math and RLA STAAR assessment scores were under the target student achievement score (SAS) of 55%. (Instruction)	Students were not taught at the rigor of the state assessment.
3 ★	During the 2024-2025 school year, staff lacked a solid understanding of STAAR rigor and STAAR accountability and what role they play in this. (Accountability)	Monthly PDs have not been focused on these topics.
4	During the 2024-2025 school year, students did not have a solid foundation in math.	As a campus we did not offer much math foundational support.

★ = Priority

Perceptions

Summary

Staff Retention Goal: 85%

4 leavers of 59 teachers = 93% staff retention as of 5.29.25

Reasons for Leaving: 2 individuals higher ed, 1 family emergencies, 1 closer to home

Student View the School

as strict and boring

monotone - generally copying notes without opportunities for activities in class

teachers are not invested

locked up indoors without opportunity to go outside

environment is safe

nothing is done about bullies - feel a sense of lack of follow through with severe consequences for problem students

academic support systems in place

not enough incentive and celebrations

Teacher View the School

lack of support with student behavior issues - feeling not supported

teachers enjoy positive relationships with peers

productive learning environment varies from grade to grade depending on the teacher investment

learning is structured

the campus is friendly

not enough incentives and celebrations

Strengths

the campus is friendly and welcoming

students and teacher feel that someone cares about them on campus

the classes challenge student thinking

students feel supported academically

most student enjoy coming to school

teacher stay to work here because of students and colleagues

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Students and teachers believe the behavior consequences are not effective in deterring misbehaviors.	The systems in place are not clear, transparent, and consistent across grade levels and incident type.
2	Classroom instruction is seen as "boring" due to the lack of engaging instruction strategies in class.	Teachers are not planning for research based student centered instruction.
3	The campus is known for being strict with high expectations but with a lack of culture of joy.	Celebrations and joy take a back seat to the campus driving goals.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	During the 2024-2025 school year most Math and RLA STAAR assessment scores were under the target student achievement score (SAS) of 55%. (Instruction)	Students were not taught at the rigor of the state assessment.
2 ★	During the 2024-2025 school year, staff lacked a solid understanding of STAAR rigor and STAAR accountability and what role they play in this. (Accountability)	Monthly PDs have not been focused on these topics.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- ☑ **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- ☑ **Student failure and/or retention rates**
- ☑ **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- ☑ **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- ☑ **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- ☑ **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

- [x] **Special education/non-special education population including discipline, progress and participation data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

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

Goals

Goal 1 Increase the overall Student Achievement Score (SAS)

Performance Objective 1 ☑ HB3 Goal

100% of identified scholars meet required minutes per House Bill 1416 (HB1416))

Evaluation Data Source: PowerSchool tracker, STAAR scores

Summative Evaluation: Met Performance Objective

Strategy 1

Teachers will track and monitor student progress and minute progress for HB1416

Strategy's Expected Result/Impact: Students will be able to close the gaps on struggling teks from previous year.

Staff Responsible for Monitoring: Teachers and Lead Team.

Title I: 2.5.3

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

HB1416 students will work on completing their minutes by engaging in various interventions before school, after school and during their elective classes.

Strategy's Expected Result/Impact: Students will have the opportunity to complete minutes by working at their own pace.

Staff Responsible for Monitoring: Elective Teachers and Lead Team

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2 ☑ HB3 Goal

x% of SPED Students attain approaches in STAAR by June 2026 (TEC 11.253(d)(2))

Evaluation Data Source: STAAR results

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Teachers will prioritize struggling SPED students for interventions on a weekly basis.

Strategy's Expected Result/Impact: SPED students will close gaps and the percentage of students that meet requirements is higher.

Staff Responsible for Monitoring: Teaching staff and Lead Team.

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

6th through 8th grade students performance on Math STAAR will increase by 10% on the 2025-2026 STAAR assessment.

Evaluation Data Source: Biweekly in house assessments, campus trackers, SE/Mock exam scores, STAAR results.

Summative Evaluation: Met Performance Objective

Strategy 1

Differentiate instruction for students to support in closing learning gaps.

Strategy's Expected Result/Impact: Reach desired goal of students on track for meets grade level.

Staff Responsible for Monitoring: Teachers and campus leaders.

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Provide trainings and resources during parent meetings to improve student achievement.

Strategy's Expected Result/Impact: 100% of parents are provided with strategies, skills and resources to improve student STAAR assessments.

Staff Responsible for Monitoring: Teachers and campus leaders.

Formative Reviews

Some Progress

November | March | July

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Overall Student Achievement Score on Reading STAAR will increase by 5% for the 2025-2026 STAAR assessment

Evaluation Data Source: Biweekly in house assessments, campus trackers, SE / Mock scores, STAAR scores.

Summative Evaluation: Met Performance Objective

Strategy 1

Differentiate instruction to address student gaps in reading.

Strategy's Expected Result/Impact: Increase the number of student earning meets grade level.

Staff Responsible for Monitoring: Teachers and campus leaders

Formative Reviews

Some Progress

November | March | July

Strategy 2

Provide resources during parent meetings to improve student achievement

Strategy's Expected Result/Impact: 100% of parents are provided with strategies, skills and resources to improve student performance on STAAR assessments.

Staff Responsible for Monitoring: Teachers and campus leaders.

Formative Reviews

Some Progress

November | March | July

Goal 2 Increase parent and student engagement

Performance Objective 1

Host monthly family engagement events / activities to engage all campus stakeholders in order to increase our student persistence.

Evaluation Data Source: Parent sign in sheets, parent surveys.

Summative Evaluation: Met Performance Objective

Strategy 1

Timely communication to families regarding school events to promote family engagement and attendance (TEC 11.253(d)(9))

Strategy's Expected Result/Impact: Families feel like they are part of our campus and become more invested in it.

Staff Responsible for Monitoring: All staff.

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Create a yearlong calendar

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2 ☑ High Priority

100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Source: 100% of presentation completed by the deadline.

Summative Evaluation: Met Performance Objective

Strategy 1

The Anti-Bullying and Safer, Smarter School curriculum will be implemented through our elective courses.

Strategy's Expected Result/Impact: Students will learn appropriate social interaction skills.

Staff Responsible for Monitoring: Elective teachers and school counselor

Formative Reviews

November	March	July
Some Progress		

Goal 3 Increase College Readiness

Performance Objective 1

IDEA Elsa College Prep class of 2026 will meet an ACT average of a 21 by February 2026.

Strategy 1

Students will use Mastery Prep curriculum provided by district.

Strategy's Expected Result/Impact: This will increase student ACT scores to help achieve the desired goal of 21.

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2

IDEA Elsa Class of 2026 will meet the 30% AP Scholar Goal by August 2026

Evaluation Data Source: AP Scholars according to college board. AP trackers.

Strategy 1

Provided intensive tutoring sessions for our AP scholars who are struggling.

Strategy's Expected Result/Impact: Increase the number of students achieving a 3,4 or 5 on the AP exams.

Staff Responsible for Monitoring: AP teachers

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3 ☑ High Priority

IDEA Elsa will have 100% TSI complete by June 2026

Evaluation Data Source: Campus TSI Tracker

Strategy 1

Provide small group tutoring sessions for our scholars who need additional support.

Strategy's Expected Result/Impact: Students pass their TSI

Staff Responsible for Monitoring: College counseling team.

Formative Reviews

	November	March	July
Moderate Progress			

Goal 4 Create a culture of achievement

Performance Objective 1 ☑ HB3 Goal

For the 2025-2026 school year 100% of teachers will have updated classroom trackers, student trackers and online campus tracker will be updated weekly.

Evaluation Data Source: Cornerstone, AEES survey, teacher retention

Summative Evaluation: Met Performance Objective

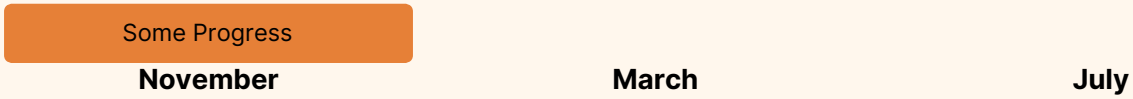
Strategy 1

Managers provide feedback and professional development / coaching for each staff member through each SDC cycle

Strategy's Expected Result/Impact: Teachers are prepared to deliver high quality instruction on a daily basis.

Staff Responsible for Monitoring: Lead Team.

Formative Reviews



Performance Objective 2 ☑ High Priority

In the 2025-2026 school year, IDEA Elsa will hold monthly celebrations for students who have accomplished one of the following: show growth (academically or behaviorally), have reach personal goals of Meets or Masters or have achieve monthly perfect attendance.

Evaluation Data Source: Teacher retention tracker, AEES survey

Summative Evaluation: Met Performance Objective

Strategy 1

Recruit and hire high quality candidates per role by using high quality resume criteria.

Strategy's Expected Result/Impact: IDEA Elsa will have high quality instructional staff to educate our scholars.

Staff Responsible for Monitoring: Lead Team

Formative Reviews

November	March	July
Some Progress		

Goal 5 Implement Multi Tiered Student Supports (MTSS)

Performance Objective 1 ☑ HB3 Goal

By the end of the semester, 95% of students identified as at-risk through universal screening will receive Tier 2 or Tier 3 interventions within 10 school days of identification.

Evaluation Data Source: Use progress monitoring tools to assess student response.
Monitor time from identification to intervention.

Summative Evaluation: Met Performance Objective

Strategy 1

Utilize target staff members to support students in reading, writing and math to increase student composite scores for 9-12 grade.

Strategy's Expected Result/Impact: Average ACT scores will increase by 3%.

Staff Responsible for Monitoring: DCC, CC and Principal

Formative Reviews

No Progress

November **March** **July**

Strategy 2

Tutors will be assigned a cohort of students who will receive individualized support / instruction for ACT and track internal assessments.

Strategy's Expected Result/Impact: There will be a 3% increase in average student ACT scores.

Staff Responsible for Monitoring: Director of College Counseling

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2 ☑ HB3 Goal

At least 75% of students receiving Tier 2 interventions will demonstrate measurable growth (e.g., increase of 10 percentile points or more) on benchmark assessments over a 12-week period.

Evaluation Data Source: Use pre- and post-intervention benchmark data.
Monitor fidelity of intervention implementation
Collect teacher and student feedback.

Summative Evaluation: Met Performance Objective

Strategy 1

Students who have not been TSI cleared will be scheduled to receive TSI intervention during their RTTC (Road To and Through College) course from teachers and tutors.

Strategy's Expected Result/Impact: There will be a 5% increase in students meeting and passing the TSI assessment.

Staff Responsible for Monitoring: Director of College Counseling

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 3 ☑ High Priority

IDEA Elsa College Prep will achieve a 96 % annual attendance rate for the 2025-2026 school year.

Evaluation Data Source: ADA, Escalation matrix data, campus trackers

Strategy 1

Train Staff on and monitor the execution of the ADA escalation matrix and campus incentive plan

Strategy's Expected Result/Impact: We will be meeting our ADA goal on a quarterly basis.

Staff Responsible for Monitoring: Teaching staff, Lead Team and APO.

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Hold Daily ADA Huddles with Grade Team Leaders

Strategy's Expected Result/Impact: Increase student average daily attendance

Staff Responsible for Monitoring: APO, Principal and Instructional Lead Team

Formative Reviews

Moderate Progress

November March July

Performance Objective 4

100% of students from 6th-12th grade meet their MVPA minutes goal before the end of the 2025-2026 school year.

Evaluation Data Source: Fitness Gram

Strategy 1

Coaches will create fun activities to incorporate the IHT watches to engage students and then track their progress using their data wall.

Strategy's Expected Result/Impact: Students will meet their required minutes by end of the school year

Staff Responsible for Monitoring: PE coaches and lead team

Formative Reviews

Some Progress

November March July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ANGELA GARZA	TEACHER - INTERVENTIONIST	School-wide Program	1
BRIANNA MARIE RODRIGUEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
ROEL LERMA	TEACHER - INTERVENTIONIST	School-wide Program	1

Committees

Committees

Perceptions

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 28, 2025 @ 3:45 PM	RM 135	CNA.PerceptionsMeetingLog.pdf	CNA Perceptions Meeting Notes.pdf

Members

First Name	Last Name	Position	Committee Role
Miranda	Hernandez	6th Reading Teacher	Teacher
Miranda	Hernandez	6th Reading Teacher	Teacher
Josias	Cruz	Assistant Principal	Administrator
Thania	Gerardo Belmares	AP Environmental Science Teacher	Teacher
Stephanie	Soto	10th Grade Team Leader	Teacher
Shana	Gonzalez	PE Teacher	Teacher
Sayde	Martinez	Hybrid Teacher	Co-Teacher
Norma	Alvarado	11th Grade Team Leader	Teacher
Natalie	Sanchez	RISE Teacher	Teacher
Miranda	Hinojosa	SpEd Teacher	Teacher
Israel	Trejo	9th Grade Team Leader	Teacher
Jesus	Mendoza	SS Teacher	Teacher
Isamar	Cisneros	Spanish Teacher	Teacher
Gilbert	Guardiola	CTE Teacher	Teacher
Celinda	Navarro	SpEd Teacher	Teacher
Briseida	Alanis	School Counselor	Administrator

Demographics

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 13, 2025 @ 4:30 PM	Room 224	CP CNA Sign sheet.pdf	--

Members

First Name	Last Name	Position	Committee Role
Elsa	Hernandez	APO	Administrator
Brianna	Palomares	SPED Co Teacher	Classroom Teacher
Viviana	Rendon	RISE Teacher	Classroom Teacher
Crystal	Turrubiates	SPED Teacher	Teacher
Brianna	Rodriguez	Interventionist	Teacher
Jose	Echavarria	12th Teacher	Classroom Teacher
Elianett	Gonzalez	12th Teacher	Classroom Teacher
Miguel	Espino	11th Teacher	Classroom Teacher
Maribel	Garcia	10th Teacher	Classroom Teacher
Stephanie	Alanis	9th Teacher	Classroom Teacher
Raul	Valdez	9th Teacher	Classroom Teacher
Melissa	Salinas	8th Teacher	Classroom Teacher
Sarafey	Zuniga	7th Teacher	Classroom Teacher
Pablo	Garza	6th Teacher	Classroom Teacher

IDEA Public Schools



Ewing Halsell Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:35 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Student Data: Assessments 17

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 17

Employee Data 18

Parent/Community Data 18

Goals 19

Goal 1 : Increase Meets outcomes in 3rd-5th Grade Math 20

Goal 2 : Increase growth goal outcomes in Academy 22

Goal 3 : Increase student daily attendance outcomes 26

Goal 4 : Maintain over 85% staff retention 28

Goal 5 : Increase overall scholar persistence 31

Title I Summary 34

Title I Personnel 35

Comprehensive Needs Assessment

Demographics

Summary

IDEA Ewing Halsell Academy serves a total student population of 677 scholars. The school community is characterized by a strong commitment to academic success and equitable access to quality education for all learners. Approximately 78% of students are identified as economically disadvantaged.. The student body is predominantly Hispanic (91%), with the remaining population representing other ethnic backgrounds. 7% of students receive special education services. 15% of the student population are English Language Learners, receiving targeted language support. The student population is nearly balanced, with 49% male and 51% female students. The campus exceeds the benchmark with a student persistence rate above 90%.

Strengths

IDEA Ewing Halsell Academy consistently maintains a student persistence rate above 90%, reflecting strong relationships, student engagement, and family satisfaction. Throughout the year, the school offered one-day sports clinics to Kinder-5th grade students. The campus proactively incentivized attendance on days typically affected by low attendance, such as those near holidays or long weekends. There was a significant increase in attendance and a decrease in chronic absenteeism. Additionally, the campus prioritized safety through secured doors and the presence of a campus officer, helping parents feel confident and secure about their children’s well-being at school. Ewing Halsell Academy scored a 97% on IDEA's internal Campus Safety Scorecard.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Kinder scholar persistence and enrollment is the lowest in Academy.	Kinder self contained is a different model than 1st-5th and parents are not as familiar with this set up.
2 ★	Academy lacks student opportunities for extracurricular involvement, including team sports.	Teachers struggle with taking on additional work such as sponsoring extracurricular clubs.

★ = Priority

Student Learning

Summary

IDEA Ewing Halsell Academy is a Title I campus serving students in Kinder through 5th grade. As part of one of Texas's premier public charter networks, the school is committed to developing well-rounded individuals prepared to succeed at the highest levels of education.

A strong emphasis is placed on building foundational literacy and core academic skills, particularly in the early grades.

For the 2024–2025 school year, the school achieved the following results on the STAAR assessment:

- 69% of students scored at Approaches Grade Level
- 39% scored at Meets Grade Level
- 16% scored at the Masters Level

Strengths

During the 2024–2025 school year, IDEA Ewing Halsell Academy experienced several academic and campus-wide strengths that contributed to student success. Scholars showed measurable academic progress across key areas. Notably, 5th grade Science demonstrated strong growth in Approaches and ELA remained consistent compared to previous years. Progress was also evident in 3rd grade CSI, where students made gains and 68% of students made over 2 years growth in their end of year RENSTAR assessment.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	There was a delay in math intervention implementation and inconsistent quality of targeted intervention strategies	Intervention and academic supports in math were implemented reactively rather than proactively
2 ★	Students lacked proficiency in screen-to-scratch strategies necessary for end of year assessments and mastery.	Limited amount of screen to scratch implementation during lessons.

★ = Priority

School Processes & Programs

Summary

IDEA Ewing Halsell Academy develops instructional leaders by providing weekly professional development focused on each content. We plan for professional development based on weekly data or gaps that are responsive to needs and include teacher feedback in order to close achievement gaps. Teachers receive regular feedback through the use of the Guidepost to Excellent Teaching (GET) rubric. Leaders use Schhol Status to provide feedback based on the rubric regularly throughout the year. Our teachers are rated on the following Guideposts: Culture, Content, Ownership, Data, and Beyond the Lesson.

Strengths

DEA Ewing Halsell Academy had strengths in student safety and campus culture. The school implemented effective security protocols, including a one way in/one way out system and the use of key cards for staff access, which helped maintain a secure and controlled environment. In addition to physical safety, the campus promoted positive behavior and student engagement through its PBIS points system, which incentivized good behavior. Additionally, families received bi-weekly grade level newsletters, bi-weekly campus newsletters, and monthly operations newsletters through Remind to keep families informed on academics and family engagement opportunities such as content nights and Open House.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Not all families are able to access school and classroom information, resources, or support.	There is a disconnect in communication between home and school.
2 ★	Positive behavior incentive system points were inconsistent across classrooms and point redemption was limited.	There was a lack of clear PBIS point guidelines and not everyone followed the same system.

★ = Priority

Perceptions

Summary

Students were goal-driven and motivated and demonstrated excitement about their academic progress. The Campus Crisis Team, ensured timely and effective communication around safety procedures. Regular door sweeps were conducted and interior classroom doors remained locked. Administrators remained visible and accessible, providing ongoing support to both students and teachers as needed. In the area of behavior, students consistently showed the ability to self-regulate and respond well to redirection. This contributed to a safe, orderly environment.

Strengths

Students were goal-driven and motivated and demonstrated excitement about their academic progress. The Campus Crisis Team, ensured timely and effective communication around safety procedures. Regular door sweeps were conducted and interior classroom doors remained locked. Administrators remained visible and accessible, providing ongoing support to both students and teachers as needed. In the area of behavior, students consistently showed the ability to self-regulate and respond well to redirection. This contributed to a safe, orderly environment. Each grade level participated in field lessons. Teachers also felt well-supported by campus leadership. New teachers reported being well-mentored and having the resources they needed.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Gaps in academics remain in kinder-5th grade.	Limited academic intervention time and a lack of differentiated resources and support for English Language Learners.
2 ★	There is an inconsistent implementation of behavior systems for Tier 2 and Tier 3 students.	There is a lack of consistent MTSS supports, systems, and structure for teachers and staff.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Academy lacks student opportunities for extracurricular involvement, including team sports.	Teachers struggle with taking on additional work such as sponsoring extracurricular clubs.
2 ★	Kinder scholar persistence and enrollment is the lowest in Academy.	Kinder self contained is a different model than 1st-5th and parents are not as familiar with this set up.
3 ★	There was a delay in math intervention implementation and inconsistent quality of targeted intervention strategies	Intervention and academic supports in math were implemented reactively rather than proactively
4 ★	Students lacked proficiency in screen-to-scratch strategies necessary for end of year assessments and mastery.	Limited amount of screen to scratch implementation during lessons.
5 ★	Positive behavior incentive system points were inconsistent across classrooms and point redemption was limited.	There was a lack of clear PBIS point guidelines and not everyone followed the same system.
6 ★	Not all families are able to access school and classroom information, resources, or support.	There is a disconnect in communication between home and school.

7 ★	There is an inconsistent implementation of behavior systems for Tier 2 and Tier 3 students.	There is a lack of consistent MTSS supports, systems, and structure for teachers and staff.
8 ★	Gaps in academics remain in kinder-5th grade.	Limited academic intervention time and a lack of differentiated resources and support for English Language Learners.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Local benchmark or common assessments data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**

- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus department and/or faculty meeting discussions and data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Goals

Goal 1 Increase Meets outcomes in 3rd-5th Grade Math

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

3-5 students will increase the percentage of meets on Math STAAR from 26% to 49% by June 2026.

Evaluation Data Source: Interim assessments, daily exit tickets, weekly quizzes, and STAAR

Strategy 1

3rd-5th grade teachers will have lesson rehearsals 4 times per week for 30 minutes and be rated proficient in Guidepost 3.

Strategy's Expected Result/Impact: Increase academic achievement

Staff Responsible for Monitoring: API and Principal

Problem Statements: Student Learning 1, 2

Title I:

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There was a delay in math intervention implementation and inconsistent quality of targeted intervention strategies	Intervention and academic supports in math were implemented reactively rather than proactively
2	Students lacked proficiency in screen-to-scratch strategies necessary for end of year assessments and mastery.	Limited amount of screen to scratch implementation during lessons.

Performance Objective 2

100% of identified 4th and 5th grade scholars meet required minutes per House Bill 1416 prior to STAAR

(25% complete by November, 40% complete by December, 60% complete by February, and 80% complete by March)

Evaluation Data Source: Interim assessments, daily exit tickets, weekly quizzes, and STAAR

Strategy 1

Scholars will receive daily targeted intervention through 40 minutes of Academic Block.

Strategy's Expected Result/Impact: Increase academic achievement

Staff Responsible for Monitoring: API and Principal

Problem Statements: Student Learning 1

Title I: 2.5.3

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There was a delay in math intervention implementation and inconsistent quality of targeted intervention strategies	Intervention and academic supports in math were implemented reactively rather than proactively

Goal 2 Increase growth goal outcomes in Academy

Performance Objective 1

Increase approaches by 10% in Math and ELA in STAAR for scholars in special education and EL scholars by June 2026 compared to last year.

Evaluation Data Source: Interim assessments, daily exit tickets, weekly quizzes, and STAAR

Strategy 1

100% of SPED Teachers and 3rd-5th Gen-Ed teachers will be rated proficient or higher in GET Guidepost 1 by Q2.

Strategy's Expected Result/Impact: Increased academic achievement

Staff Responsible for Monitoring: SPED case managers, API, and Principal

Problem Statements: Student Learning 1, 2 - Perceptions 1

Title I:

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There was a delay in math intervention implementation and inconsistent quality of targeted intervention strategies	Intervention and academic supports in math were implemented reactively rather than proactively
2	Students lacked proficiency in screen-to-scratch strategies necessary for end of year assessments and mastery.	Limited amount of screen to scratch implementation during lessons.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Gaps in academics remain in kinder-5th grade.	Limited academic intervention time and a lack of differentiated resources and support for English Language Learners.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

80% of IDEA Ewing AC scholars will achieve their growth goals in both reading and math.

Evaluation Data Source: Interim assessments, daily exit tickets, weekly quizzes, and STAAR

Strategy 1

Teachers will track growth goal progress and send growth data home after every interim assessment

Strategy's Expected Result/Impact: Increased academic achievement

Staff Responsible for Monitoring: Grade Team Leaders and API

Problem Statements: School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Not all families are able to access school and classroom information, resources, or support.	There is a disconnect in communication between home and school.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Gaps in academics remain in kinder-5th grade.	Limited academic intervention time and a lack of differentiated resources and support for English Language Learners.

Performance Objective 3

DIBELS individual growth goals will increase by at least 20% in Kinder-2nd Grade

Evaluation Data Source: Daily exit tickets, weekly quizzes, and DIBELS benchmark assessments (MOY and EOY)

Strategy 1

Teachers will implement DIBELS intervention 30 minutes daily during Academic Block.

Strategy's Expected Result/Impact: Increase in foundational literacy skills

Staff Responsible for Monitoring: ELA teachers, DI coaches, and API

Problem Statements: Demographics 1 - Perceptions 1, 2

Title I: 2.5.3

Formative Reviews

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Kinder scholar persistence and enrollment is the lowest in Academy.	Kinder self contained is a different model than 1st-5th and parents are not as familiar with this set up.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Gaps in academics remain in kinder-5th grade.	Limited academic intervention time and a lack of differentiated resources and support for English Language Learners.
2	There is an inconsistent implementation of behavior systems for Tier 2 and Tier 3 students.	There is a lack of consistent MTSS supports, systems, and structure for teachers and staff.

Goal 3 Increase student daily attendance outcomes

Performance Objective 1

Grade levels will remain above the 90% benchmark for attendance.

Evaluation Data Source: Locus Dashboard

Strategy 1

Plan an incentive/OOU day after every long break, 3 day weekend, or historically low attendance day

Strategy's Expected Result/Impact: Increase average daily attendance

Staff Responsible for Monitoring: APO and SIS

Problem Statements: School Processes & Programs 1, 2

Formative Reviews

November	March	July

Strategy 2

Increase attendance visibility for scholars and parents by providing shout outs daily for the previous day's grade levels that met their ADA goal

Strategy's Expected Result/Impact: Increase average daily attendance

Staff Responsible for Monitoring: APO and SIS

Problem Statements: School Processes & Programs 1

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Not all families are able to access school and classroom information, resources, or support.	There is a disconnect in communication between home and school.
2	Positive behavior incentive system points were inconsistent across classrooms and point redemption was limited.	There was a lack of clear PBIS point guidelines and not everyone followed the same system.

Performance Objective 2 ☑ High Priority

IDEA Ewing AC will have a 10% or less chronically absent students

Evaluation Data Source: Locus Dashboard

Strategy 1

Ensure 100% of scholars receive PE as part of their daily schedule

Strategy's Expected Result/Impact: Increase scholar persistence and support health and wellness

Staff Responsible for Monitoring: Coaches and Direct Managers

Problem Statements: Demographics 2

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Academy lacks student opportunities for extracurricular involvement, including team sports.	Teachers struggle with taking on additional work such as sponsoring extracurricular clubs.

Goal 4 Maintain over 85% staff retention

Performance Objective 1

100% Proficient at Guidepost1 Lesson Planning by end of year.

Evaluation Data Source: School Status and Locus Dashboard

Strategy 1

Rate 100% of staff in Guidepost 1 by December

Strategy's Expected Result/Impact: Increase instruction quality

Problem Statements: Student Learning 1, 2 - Perceptions 1

Title I:

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There was a delay in math intervention implementation and inconsistent quality of targeted intervention strategies	Intervention and academic supports in math were implemented reactively rather than proactively
2	Students lacked proficiency in screen-to-scratch strategies necessary for end of year assessments and mastery.	Limited amount of screen to scratch implementation during lessons.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Gaps in academics remain in kinder-5th grade.	Limited academic intervention time and a lack of differentiated resources and support for English Language Learners.

Performance Objective 2

Maintain 80% or higher in IDEA's AEES composite campus score

Strategy 1

Provide quarterly staff and student surveys and plan next steps for improvement with relevant stakeholders

Strategy's Expected Result/Impact: Maintain high staff retention

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 2

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Academy lacks student opportunities for extracurricular involvement, including team sports.	Teachers struggle with taking on additional work such as sponsoring extracurricular clubs.

Performance Objective 3 ☑ High Priority

IDEA Ewing will achieve 85% OPS retention.

Evaluation Data Source: Retention Benchmarks

Goal 5 Increase overall scholar persistence

Performance Objective 1

Ewing Halsell will be 100% in compliance with the Title 1 Family Engagement requirements through the following events and 80% of families will engage in one of the following: Meet the Teacher, Public Hearing, Spring Town Hall, and Report Card Pick Up.

Evaluation Data Source: Sign in sheets

Strategy 1

Ensure parents receive all family engagement communication at least 4 weeks in advance through multiple media platforms (Facebook, Remind, paper flyers, and phone calls)

Strategy's Expected Result/Impact: Increase in student persistence

Staff Responsible for Monitoring: School Counselor

Problem Statements: Demographics 1, 2 - School Processes & Programs 1

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Kinder scholar persistence and enrollment is the lowest in Academy.	Kinder self contained is a different model than 1st-5th and parents are not as familiar with this set up.
2	Academy lacks student opportunities for extracurricular involvement, including team sports.	Teachers struggle with taking on additional work such as sponsoring extracurricular clubs.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Not all families are able to access school and classroom information, resources, or support.	There is a disconnect in communication between home and school.

Performance Objective 2

Campus receives a score of proficient or higher on the campus safety scorecard for the 2025-26 school year.

Evaluation Data Source: Locus Dashboard

Strategy 1

CCT will meet monthly and participate in at least 1 table top exercise that aligns with campus trends and next steps

Strategy's Expected Result/Impact: Increase in scholar persistence and overall family satisfaction

Staff Responsible for Monitoring: APOs

Problem Statements: Perceptions 2

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	There is an inconsistent implementation of behavior systems for Tier 2 and Tier 3 students.	There is a lack of consistent MTSS supports, systems, and structure for teachers and staff.

Performance Objective 3 ☑ High Priority

IDEA Ewing AC will achieve 86.3% student persistence in Kinder and 1st grade.

Evaluation Data Source: Locus dashboard

Strategy 1

Electives teachers will support to ensure these lessons are completed during the FWOS.

Strategy's Expected Result/Impact: Increase in student persistence

Staff Responsible for Monitoring: APIs and School Counselor

Problem Statements: Perceptions 2

Formative Reviews

November	March	July

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	There is an inconsistent implementation of behavior systems for Tier 2 and Tier 3 students.	There is a lack of consistent MTSS supports, systems, and structure for teachers and staff.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
CHRISTINE N GUZMAN	SR. COTEACHER	School-wide Program	1
DANIELLA Marie GUERRERO	COTEACHER	School-wide Program	1
DIANA LEOS	TEACHER - INTERVENTIONIST	School-wide Program	1
FLORENCIA ROXANNE TOVAR	COTEACHER	School-wide Program	1
LETICIA RODRIGUEZ	COTEACHER	School-wide Program	1
MIA ELIZABETH MAGALLANES	COTEACHER	School-wide Program	1
ORALIA GARCIA VASQUEZ	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Ewing Halsell College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:40 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Data Documentation for CNA 4

- Improvement Planning Data 5
- Accountability Data 5
- Student Data: Assessments 5
- Student Data: Student Groups 6
- Student Data: Behavior and Other Indicators 6
- Employee Data 6
- Parent/Community Data 6
- Support Systems and Other Data 7

Goals 8

- Goal 1 : Increase the % of Ewing Halsell CP students that matriculate to T1/T2 colleges or... 9
- Goal 2 : IDEA Ewing Halsell CP achieves an A Rating 12
- Goal 3 : Increase student persistence 18
- Goal 4 : Increase overall ADA for Ewing Halsell CP 19
- Goal 5 : Increase staff retention 20

Title I Summary 21

- Title I Personnel 22

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

Goals

Goal 1 Increase the % of Ewing Halsell CP students that matriculate to T1/T2 colleges or universities

Performance Objective 1 ☑ High Priority

College Prep Average ACT score of 21 or better by high school graduation (HB3)

Evaluation Data Source: We will utilize their 11th and 12th grade ACT scores.

Strategy 1

Ensure all juniors are signed up to take multiple ACTs throughout the school year. Ensure sophomores in the top 25% pre-act average take the ACT.

Strategy's Expected Result/Impact: Ensure all juniors have access to the ACT and top 25% of sophomores have access to the ACT (in their current year).

Staff Responsible for Monitoring: DCC

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

Ensure all sophomores and juniors are doing the ACT program two to three times a week.

Strategy's Expected Result/Impact: Students ACT scores will increase due to ACT prep classes.

Staff Responsible for Monitoring: DCC and RTTC teachers.

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 2 ☑ High Priority

100% of graduates meet TSIA college readiness benchmark (HB3)

Evaluation Data Source: DCC will complete tracking mechanism to ensure that 100% of our seniors have met the metrics of 100% exemption

Strategy 1

All students will be exposed to 1 section of TSIA in 9th grade (math or reading).

Strategy's Expected Result/Impact: 30% exempt in both sections by end of 9th grade

Staff Responsible for Monitoring: DCC

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

Students will receive small group interventions in reading and math TSI if they do not pass on the first try.

Strategy's Expected Result/Impact: Meet the 30% exempt freshman year, 60% exempt sophomore year, and 90% exempt junior year.

Staff Responsible for Monitoring: DCC

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 3

Juniors that do not pass TSI by the last day of school will attend Summer school to receive small group intervention.

Strategy's Expected Result/Impact: 90% of juniors exempt

Staff Responsible for Monitoring: DCC and summer school staff

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 4

Students in 9th and 10th grade will receive daily intervention during academic block from the beginning of the year.

Strategy's Expected Result/Impact: 30% exempt for freshman and 60% exempt for sophomores

Staff Responsible for Monitoring: DCC and academic block staff

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 3 ☑ High Priority

IDEA Ewing CP will achieve 25% of their graduating class matriculating to a T1/T2

Evaluation Data Source: Locus Dashboards

Goal 2 IDEA Ewing Halsell CP achieves an A Rating

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

40% of EB scholars will achieve growth in 2 domains

Evaluation Data Source: 40% of students taking TELPAS assessments will maintain or increase a proficiency level in 2 domains. ((TEC 11.253(d)(2))

Strategy 1

Teachers will add a language objective to their lessons and script out opportunities for speaking, and listening through turn talks,

Strategy's Expected Result/Impact: 100% of EB scholars will have opportunities for speaking, writing, and listening during their daily lessons.

Staff Responsible for Monitoring: APIs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

All reading classes will provide reading strategies such as annotations to determine gaps and next steps

Strategy's Expected Result/Impact: Teachers will be able to analyze student work to determine gaps and next steps and place in exit ticket sorts chat.

Staff Responsible for Monitoring: API

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Strategy 3

EB scholars will receive tutoring for ELA.

Strategy's Expected Result/Impact: There will be an increase in TELPAS scores

Staff Responsible for Monitoring: EB Point Person

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 4

Parent engagement event each quarter to provide EL parents information on TELPAS and the importance of this exam.

Strategy's Expected Result/Impact: Scholars meet TELPAS goal during mock.

Staff Responsible for Monitoring: EB Point person

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 2 ☑ High Priority

100% of identified scholars meet required minutes per House Bill 1416 (HB1416)

Strategy 1

Utilize powerschool to track all HB1416 minutes.

Strategy's Expected Result/Impact: Clear tracking system for minutes

Staff Responsible for Monitoring: APIs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

Ensure that 100% of parent waiver letters have been completed

Strategy's Expected Result/Impact: 100% of minutes are able to be documented at the start of the year.

Staff Responsible for Monitoring: APIs

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	July

Strategy 3

100% of parent meetings have been held with all families of scholars who have failed STAAR exams 2 years or more.

Strategy's Expected Result/Impact: Students meet the required minutes and understand the importance of end of year assessments such as EOCs.

Staff Responsible for Monitoring: APIs

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	July

Performance Objective 3 ☑ High Priority

60% of SPED Students attain approaches in STAAR by June 2026 (TEC 11.253(d)(2))

Evaluation Data Source: EOY assessment

Strategy 1

100% of SpEd minutes are being tracked.

Strategy's Expected Result/Impact: Ensure that 100% of sped scholars are receiving minutes in their classes.

Staff Responsible for Monitoring: SpEd CTL

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

Ensure a rotational schedule is in place for all scholars to receive minutes.

Strategy's Expected Result/Impact: All SPED scholars get extra support during math and reading.

Staff Responsible for Monitoring: SPED CTL

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 3

Track SPED results on all assessments. Make adjustments to support when off track.

Strategy's Expected Result/Impact: Hit SPED approaches goal.

Staff Responsible for Monitoring: APIs

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, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 4 ☑ High Priority

Ewing Halsell CP IDEA Ewing CP will increase their meets in math math by 13%

Evaluation Data Source: EOY assessment

Strategy 1

Ensure 100% of teachers are proficient in GET 1A and 1B

Strategy's Expected Result/Impact: Students are receiving rigorous and aligned instruction.

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

100% of teachers are proficient in GET 3: Student Ownership

Strategy's Expected Result/Impact: Students own their learning through productive struggle and feedback.

Staff Responsible for Monitoring: APIs

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 3

100% of all SWAMS will be conducted with urgent action within 48 hours of assessment.

Strategy's Expected Result/Impact: Improvement in assessment data.

Staff Responsible for Monitoring: APIs

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Goal 3 Increase student persistence

Performance Objective 1 ☑ High Priority

Campus receive a score of proficient or higher on the campus safety scorecard for the 2023- 24 school year.

Performance Objective 2

100% of schools 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. Required Strategy: timely communication to families regarding school events to promote family engagement and attendance.

Performance Objective 3

CP: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar.

Performance Objective 4

Ewing Halsell CP will meet the regional metrics for 100% of MTW implementation 3 times a week.

Performance Objective 5 ☑ High Priority

IDEA Ewing CP will increase their student persistence by 10% in grades 8th and 9th.

Evaluation Data Source: Locus Dashboard

Strategy 1

GTL's and leaders will calendar monthly events

Strategy's Expected Result/Impact: Students will have joy in the school year.

Staff Responsible for Monitoring: Lead team and GTLs

Formative Reviews

November	March	July

Goal 4 Increase overall ADA for Ewing Halsell CP

Performance Objective 1 ☑ High Priority

IDEA Ewing Halsell CP will achieve a 95% annual attendance rate for the 25-26 school year

Performance Objective 2

100% of student attendance will be monitored to identify who will be eligible for ADA incentive monthly.

Performance Objective 3

100% of students will be highlighted on social media quarterly for meeting the perfect attendance goal of 100%.

Performance Objective 4

100% of students will receive perfect attendance awards at the semester and EOY awards.

Performance Objective 5 ☑ High Priority

IDEA Ewing CP will have a 10% or less chronically absent students

Evaluation Data Source: Locus Dashboards

Goal 5 Increase staff retention

Performance Objective 1

CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-26 school year.
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy 1

Leaders will coach teachers and utilize SchoolBoost to document rating and next steps weekly.

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July

Performance Objective 2

CP: Ewing Halsell will meet 84.9% staff retention. Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria.

Performance Objective 3

Ewing Halsell CP staff will be 100% rated proficient in SchoolBoost for the 25-26 school year.

Performance Objective 4 ☑ High Priority

IDEA Ewing will achieve 85% OPS retention.

Evaluation Data Source: Locus Dashboards

Title I Summary

Title I Personnel

Name	Position	Program	FTE
JOHN GILBERT HERRERA	TEACHER - INTERVENTIONIST	School-wide Program	1
KRISTIE MCCLELLAND	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Frontier Academy

2025-2026 Campus Improvement Plan

Board Approval Date:
August 12, 2025

Public Presentation Date:
August 1, 2025

Generated by Plan4Learning.com
March 12, 2026 at 10:15 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Goals 16

Goal 1 : Increase Student Persistance 17

Goal 2 : Increase ADA 20

Goal 3 : Increase SPED STAAR Online Overall Performance 22

Goal 4 : Increase Achievement in RLA STAAR 24

Goal 5 : Increase Achievement in Math STAAR 26

Goal 6 : Increase K-2 DIBELS 28

Title I Summary 30

Title I Personnel 31

Comprehensive Needs Assessment

Demographics

Summary

IDEA Frontier Academy is an independently managed Title 1 Part A charter school within the IDEA Public Schools system in the Rio Grande Valley. IDEA Frontier is in Brownsville, TX, and was founded in 2006. IDEA Frontier Academy focuses on underserved communities in the Rio Grande Valley to achieve academic excellence leading our students to and through college.
The total size of our student enrollment is 706. It currently has students enrolled from K - 5th grade. Currently, there are 85 kindergarten (12%) students enrolled, 115 first grades enrolled (16%) students enrolled, 131 2nd grade (19 %) students enrolled, 135 3rd grade (19%) students enrolled, 118 4th grade (17%), 122 5th grade (17%) students enrolled.

Strengths

1. IDEA Frontier Academy is committed to achieving its mission of 'College for All Students,' regardless of socioeconomic status, by providing equitable access to essential resources such as nutritious meals, reliable transportation, and a variety of after-school activities.
2. IDEA Frontier Academy equips students with the latest technology and upholds high academic standards to ensure college readiness, with a strong commitment to supporting bilingual learners through initiatives such as K Summit 12, the Lee Lee Program, and TELPAS support groups.
3. IDEA Frontier Academy has high enrollment in 2nd and 3rd grade and helps meet campus overall enrollment.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	We have low Kinder student enrollment which is compared to the other grade levels.	We have 85/706 (12%) enrolled in kinder. Our departmentalized schedule in kindergarten creates communication challenges and does not provide time for students to participate in non-academic activities or subjects.
2	We have a large socioeconomic disadvantaged Population have limited opportunities for academic enrichment and social interaction.	With 94% of socioeconomically disadvantaged students, Frontier Academy's 21st Century programming can only be accessed by students that do not have a social economic need.
3 ★	There are limited instructional opportunities for our EB students to receive language enrichment.	Frontier Academy consists of 67% of EB students in K-5th. SummitK-12 is offered bi-weekly during science/social studies classes and during TELPAS prep. However, more sources and instruction opportunities are needed for language acquisition.

★ = Priority

Student Learning

Summary

IDEA Frontier Academy is on track to meet academic goals in Kinder-2nd RLA, Math, Science, and Social Studies and 3rd – 5th STAAR tested subjects. IDEA Frontier Academy is currently slotted to obtain a “B” rating based on academic achievement goals, but we are on track to meet “A” rating by end of year. Electives and DI are projected to meet goal by the last day of school. Our success is due to strong dedication to vertical alignment, differentiated instruction, and data analysis.

Strengths

1. IDEA Frontier electives team is on track to meet their goals, such as PE minutes, Hot Spot typing, and Accelerated Reader (AR) benchmarks. Teachers work collaboratively, sharing strategies and best practices to ensure student engagement and progress. They communicate regularly to align their plans and support one another in overcoming challenges. Their collective effort creates a positive and productive environment where students are consistently meeting expectations and growing in their skills across multiple areas. The team’s strong sense of ownership and accountability plays a critical role in maintaining high standards and ensuring overall student success.
2 Kinder to 2nd grade final exam scores were strong. This shows teachers are using active monitoring to track student progress and give targeted feedback. As a result, students get the support they need and benefit from strong first-time instruction.
3. Summit K12 focuses on helping teachers differentiate academic practice for EB students based on their TELPAS domain strengths and growth indicators, supporting English language acquisition and directly impacting students’ content comprehension.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Kinder only grew 43% from BOY to EOY in DIBELS assessment growth.	Lack of targeting rapid letter names during the whole school year for students to increase growth and reading levels.
2 ★	37% of 3-5th grade students score in the meets performance band as measured by STAAR.	Students in K-2 lack of understanding academic language and this gap continues in 3rd-5th. As students move up in grade levels, they have computational skills, however when it comes to problem solving any word problems or comprehending a text/story they don't understanding what they are solving for.
3 ★	Across all content subject areas there is a need to increase content specific comprehension reading skills.	K-2 focuses on reading instruction primarily in early grades with a focus on accuracy and fluency. There is a lack of reinforcement of comprehension strategies in other content areas.

★ = Priority

School Processes & Programs

Summary

Overall, IDEA Frontier Academy implements the Teacher Career Pathway (TCP) program to recognize educators who have already demonstrated advanced performance. Our campus has achieved advanced ratings in at least five out of seven instructional strands, resulting in an overall “Advanced” rating in the GET 2.0 Culture strand. Teacher development is supported through the use of GET ratings and active participation in campus surveys. All teachers participate in regular content-area meetings and attend professional development sessions that are aligned with the GET framework. For students, programs and support processes include daily implementation of *Move This World*, participation in the AR program, athletics, and analysis of RenSTAR data to track and support academic growth.

Strengths

- **94% of teachers were rated advanced in strand 6: Sense of Belonging.**
- **Frontier Academy exceeded the AR goal at 67% for Word Master's and 13% for Royal Readers.**
- **93% of our IDEA families are planning to return next school year 25-26.**

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Classroom routines and procedures are inconsistent, leading to frequent disruptions that hinder joyful learning experiences.	Teachers lack explicit training or coaching on establishing consistent, student-centered routines therefore classroom expectations are not clearly communicated or reinforced with positive systems.
2 ★	According to data our survey scored low showing some families struggle to effectively communicate with the school because they are unfamiliar with technology platforms like Remind, email, or calling the school directly, leading to missed messages and decreased involvement.	IDEA Frontier Academy has not provided consistent, accessible training or support to help families--especially those with limited technology experience--navigate digital communication tools, and alternative non-digital options are not clearly communicated or made available.
3 ★	The physical classroom environment does not reflect a warm, welcoming space that promotes a sense of belonging and joy.	High teacher workload may limit intentional planning of joyful environmental elements. (Thermometer, student work, strategic student seating). Taking also into consideration that some campuses have different budgets that will also affect the classroom environment.

★ = Priority

Perceptions

Summary

Frontier Academy has 91.57% staff retention for the 24-25 school year. It highlights the pride our staff feels in our accomplishments and how they are treated fairly while doing meaningful work. However, it also brought to light that there is room for improvement. Based on the results our Glow are 1 and 2: “I am proud of what we accomplish here at IDEA” and “I am proud to say I work for IDEA PUBLICS SCHOOLS” We came in at an 90% of employees at IDEA Frontier. Our Grow would be number 1 3: “IDEA encourages team members to find work-life balance” IDEA Frontier was at a 40%. Our enrollment goal was met at 706 students enrolled and overall, Frontier has successfully persisted 96.7% of our students this year. For ADA we are currently meeting goal with a 96.08% and we currently are in 10th place out 144 schools in the district.

Strengths

- Our student persistence remains strong at over 97.11%, showcasing the commitment of our students and families to staying engaged and connected to our school community.
- Four out of six grade levels have successfully met their enrollment goals, highlighting our strength in engaging families and ensuring strong participation across multiple grades.
- Our staff retention rate is currently above 90%, reflecting a strong and supportive work environment that fosters dedication and stability.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Employees are experiencing a lack of work-life balance, which is leading to increased stress, reduced productivity, and higher turnover rates. Many staff members are unable to maintain boundaries between work and personal life resulting in burnout and disengagement.	The root cause appears to be high workload expectations coupled with limited planning time during the workday. Many teachers feel a significant pressure to remain available beyond regular working hours, responding to emails and calls, which can impact their mental and emotional well-being. Last year, 24% of staff reported feeling neutral about this issue. However, adjustments made this year have e
2 ★	Student attendance rates have been consistently low, which negatively impacts academic achievement and campus performance.	The root cause stems from the need for consistent follow-through in holding parents accountable for ensuring daily student attendance. Additional support during ADA meetings to engage and communicate with parents effectively could help address this issue. Factors contributing to absenteeism include a lack of student motivation potentially influenced by the school environment, as well as external c
3 ★	Employee retention remains a challenge as teachers and staff face increasing burnout, difficulties maintaining a healthy work-life balance, and limited support from both students and parents within the classroom environment.	Employees are leaving due to culture and expectations, which echoes the same concern as the issues with work-life balance.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	37% of 3-5th grade students score in the meets performance band as measured by STAAR.	Students in K-2 lack of understanding academic language and this gap continues in 3rd-5th. As students move up in grade levels, they have computational skills, however when it comes to problem solving any word problems or comprehending a text/story they don't understanding what they are solving for.
2	According to data our survey scored low showing some families struggle to effectively communicate with the school because they are unfamiliar with technology platforms like Remind, email, or calling the school directly, leading to missed messages and decreased involvement.	IDEA Frontier Academy has not provided consistent, accessible training or support to help families--especially those with limited technology experience--navigate digital communication tools, and alternative non-digital options are not clearly communicated or made available.
3	Student attendance rates have been consistently low, which negatively impacts academic achievement and campus performance.	The root cause stems from the need for consistent follow-through in holding parents accountable for ensuring daily student attendance. Additional support during ADA meetings to engage and communicate with parents effectively could help address this issue. Factors contributing to absenteeism include a lack of student motivation potentially influenced by the school environment, as well as external c
4	There are limited instructional opportunities for our EB students to receive language enrichment.	Frontier Academy consists of 67% of EB students in K-5th. SummitK-12 is offered bi-weekly during science/social studies classes and during TELPAS prep. However, more sources and instruction opportunities are needed for language acquisition.
5	Employee retention remains a challenge as teachers and staff face increasing burnout, difficulties maintaining a healthy work-life balance, and limited support from both students and parents within the classroom environment.	Employees are leaving due to culture and expectations, which echoes the same concern as the issues with work-life balance.

6 ★	The physical classroom environment does not reflect a warm, welcoming space that promotes a sense of belonging and joy.	High teacher workload may limit intentional planning of joyful environmental elements. (Thermometer, student work, strategic student seating). Taking also into consideration that some campuses have different budgets that will also affect the classroom environment.
7 ★	Kinder only grew 43% from BOY to EOY in DIBELS assessment growth.	Lack of targeting rapid letter names during the whole school year for students to increase growth and reading levels.
8 ★	Across all content subject areas there is a need to increase content specific comprehension reading skills.	K-2 focuses on reading instruction primarily in early grades with a focus on accuracy and fluency. There is a lack of reinforcement of comprehension strategies in other content areas.

★ = Priority

Goals

Goal 1 Increase Student Persistance

Performance Objective 1

K-5th grades will achieve 90% combined new student persistence.

Evaluation Data Source: Locus Dashboard

Strategy 1

Homeroom teachers will make quarterly Care Calls to all new to IDEA students following implementation of uniformed process.

Strategy's Expected Result/Impact: EOY 90% NTI student persistence

Staff Responsible for Monitoring: Homeroom Teachers, School Counselor,

Problem Statements: School Processes & Programs 2 - Perceptions 2

Formative Reviews

November	March	July
Some Progress	Considerable Progress	

Strategy 2

Follow onboarding plan for 100% of new to K-5th grade IDEA students and ongoing rolling enrollment throughout the year.

Strategy's Expected Result/Impact: EOY 90% NTI student persistence

Staff Responsible for Monitoring: GTL & Principal

Problem Statements: School Processes & Programs 3 - Perceptions 2, 3

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	According to data our survey scored low showing some families struggle to effectively communicate with the school because they are unfamiliar with technology platforms like Remind, email, or calling the school directly, leading to missed messages and decreased involvement.	IDEA Frontier Academy has not provided consistent, accessible training or support to help families--especially those with limited technology experience--navigate digital communication tools, and alternative non-digital options are not clearly communicated or made available.
3	The physical classroom environment does not reflect a warm, welcoming space that promotes a sense of belonging and joy.	High teacher workload may limit intentional planning of joyful environmental elements. (Thermometer, student work, strategic student seating). Taking also into consideration that some campuses have different budgets that will also affect the classroom environment.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Student attendance rates have been consistently low, which negatively impacts academic achievement and campus performance.	The root cause stems from the need for consistent follow-through in holding parents accountable for ensuring daily student attendance. Additional support during ADA meetings to engage and communicate with parents effectively could help address this issue. Factors contributing to absenteeism include a lack of student motivation potentially influenced by the school environment, as well as external c
3	Employee retention remains a challenge as teachers and staff face increasing burnout, difficulties maintaining a healthy work-life balance, and limited support from both students and parents within the classroom environment.	Employees are leaving due to culture and expectations, which echoes the same concern as the issues with work-life balance.

Performance Objective 2

AC SC Will meet with CP SC and APO for a persistence yearlong plan to meet persistence with a combined average of 90% for campus.

Evaluation Data Source: Locus Dashboard

Strategy 1

Hold bi-weekly meetings with SC and APO to ensure we are including API/SC in onboarding meetings.

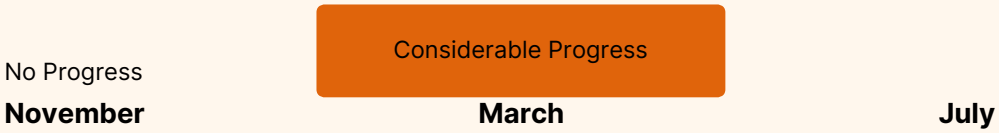
Strategy's Expected Result/Impact: 90% Combined persistence

Staff Responsible for Monitoring: School Counselor

Problem Statements: School Processes & Programs 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Review mission list bi-weekly to see if there are any siblings that should be added to mission list with next step follow ups

Strategy's Expected Result/Impact: Improve persistence to 90%

Staff Responsible for Monitoring: School Counselor

Problem Statements: School Processes & Programs 2

Formative Reviews



Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	According to data our survey scored low showing some families struggle to effectively communicate with the school because they are unfamiliar with technology platforms like Remind, email, or calling the school directly, leading to missed messages and decreased involvement.	IDEA Frontier Academy has not provided consistent, accessible training or support to help families--especially those with limited technology experience--navigate digital communication tools, and alternative non-digital options are not clearly communicated or made available.

Goal 2 Increase ADA

Performance Objective 1

2nd & 4th grade combined will meet ADA at 96% by the end of the year.

Evaluation Data Source: Locus Dashboard

Strategy 1

ADA Celebrations

Strategy's Expected Result/Impact: EOY 95.6% ADA

Staff Responsible for Monitoring: APO & SIS

Problem Statements: Perceptions 2

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Student attendance rates have been consistently low, which negatively impacts academic achievement and campus performance.	The root cause stems from the need for consistent follow-through in holding parents accountable for ensuring daily student attendance. Additional support during ADA meetings to engage and communicate with parents effectively could help address this issue. Factors contributing to absenteeism include a lack of student motivation potentially influenced by the school environment, as well as external c

Performance Objective 2

Chronic Absenteeism in grades K-5th will be reduced by 3 % points by the end of the year.

Evaluation Data Source: Locus Dashboard

Strategy 1

Chronic Absenteeism Tracking and Problem Solving with all Stake Holders

Strategy's Expected Result/Impact: EOY 95.6% ADA

Staff Responsible for Monitoring: APIs, APO, Homeroom Teachers

Problem Statements: Perceptions 2

TEA Priorities: Improve low-performing schools

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Student attendance rates have been consistently low, which negatively impacts academic achievement and campus performance.	The root cause stems from the need for consistent follow-through in holding parents accountable for ensuring daily student attendance. Additional support during ADA meetings to engage and communicate with parents effectively could help address this issue. Factors contributing to absenteeism include a lack of student motivation potentially influenced by the school environment, as well as external c

Goal 3 Increase SPED STAAR Online Overall Performance

Performance Objective 1

3rd-5th grade combined Gen. SPED & RISE students will increase from 18 SAS to 23 SAS in STAAR online

Evaluation Data Source: Locus Dashboard

Strategy 1

SPED and RISE STAAR Online Teachers will be rated proficient in 1D Lesson Preparation for SPED in class support

Strategy's Expected Result/Impact: EOY STAAR SPED Goal of 31 Met

Staff Responsible for Monitoring: Ms. Pando, Ms. Lugo, Ms. C. Hernandez, Ms. Cordova

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November	March	July

Strategy 2

All stakeholders track data weekly to inform lesson adjustments and target students supports by identifying student TEKs gaps, to ensure students demonstrate mastery on their individualized STAAR goals

Strategy's Expected Result/Impact: EOY SPED students meet STAAR goal at 31

Staff Responsible for Monitoring: SPED Teacher, Homeroom Teachers, API, Principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	37% of 3-5th grade students score in the meets performance band as measured by STAAR.	Students in K-2 lack of understanding academic language and this gap continues in 3rd-5th. As students move up in grade levels, they have computational skills, however when it comes to problem solving any word problems or comprehending a text/story they don't understanding what they are solving for.

Goal 4 Increase Achievement in RLA STAAR

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

4th & 5th grade combined will meet a 45% HB1416 academic growth in RLA STAAR

Evaluation Data Source: STAAR Results

Strategy 1

Implement Consistent Data Tracking Focused on Standards & Subgroups

Strategy's Expected Result/Impact: 38% HB1416 meet goal

Staff Responsible for Monitoring: A. Borrego
L. Hernandez
RLA Teachers

Problem Statements: Demographics 3 - Student Learning 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Strengthen Content Knowledge Through Structured Vocabulary, Discourse, & Reasoning Routines

Strategy's Expected Result/Impact: 45% HB1416 academic growth

Staff Responsible for Monitoring: A. Borrego
RLA Teachers

Problem Statements: Student Learning 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	There are limited instructional opportunities for our EB students to receive language enrichment.	Frontier Academy consists of 67% of EB students in K-5th. SummitK-12 is offered bi-weekly during science/social studies classes and during TELPAS prep. However, more sources and instruction opportunities are needed for language acquisition.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	37% of 3-5th grade students score in the meets performance band as measured by STAAR.	Students in K-2 lack of understanding academic language and this gap continues in 3rd-5th. As students move up in grade levels, they have computational skills, however when it comes to problem solving any word problems or comprehending a text/story they don't understanding what they are solving for.

Goal 5 Increase Achievement in Math STAAR

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

3rd-5th combined will meet Academic Achievement in Math STAAR Domain 3 (Meets and Masters)

Evaluation Data Source: STAAR Results

Strategy 1

Strengthen Content Knowledge Through Structured Vocabulary, Discourse, & Reasoning Routines, and usage of multiple texts.

Strategy's Expected Result/Impact: 49% Meets or higher

Staff Responsible for Monitoring: Math Teachers
L. Hernandez

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Implement Consistent Data Tracking Focused on Standards & Subgroups

Strategy's Expected Result/Impact: 49% Meets or higher for all students

Staff Responsible for Monitoring: Math Teachers
L. Hernandez

Problem Statements: Demographics 3 - Student Learning 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	There are limited instructional opportunities for our EB students to receive language enrichment.	Frontier Academy consists of 67% of EB students in K-5th. SummitK-12 is offered bi-weekly during science/social studies classes and during TELPAS prep. However, more sources and instruction opportunities are needed for language acquisition.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	37% of 3-5th grade students score in the meets performance band as measured by STAAR.	Students in K-2 lack of understanding academic language and this gap continues in 3rd-5th. As students move up in grade levels, they have computational skills, however when it comes to problem solving any word problems or comprehending a text/story they don't understanding what they are solving for.

Goal 6 Increase K-2 DIBELS

Performance Objective 1

By May 2026, 70% of K-2 students will meet or exceed benchmark expectations

Evaluation Data Source: DIBELS Benchmarks

Strategy 1

Data driven small group interventions

Strategy's Expected Result/Impact: 70% meet benchmark

Staff Responsible for Monitoring: All K-2 instructional staff
K-2 APIs

Problem Statements: Demographics 3 - Student Learning 1, 3

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	No Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	There are limited instructional opportunities for our EB students to receive language enrichment.	Frontier Academy consists of 67% of EB students in K-5th. SummitK-12 is offered bi-weekly during science/social studies classes and during TELPAS prep. However, more sources and instruction opportunities are needed for language acquisition.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Kinder only grew 43% from BOY to EOY in DIBELS assessment growth.	Lack of targeting rapid letter names during the whole school year for students to increase growth and reading levels.
3	Across all content subject areas there is a need to increase content specific comprehension reading skills.	K-2 focuses on reading instruction primarily in early grades with a focus on accuracy and fluency. There is a lack of reinforcement of comprehension strategies in other content areas.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
AMANDA Leigh Borrayo	TEACHER - INTERVENTIONIST	School-wide Program	1
ANA Carmina Cervera	SR. COTEACHER	School-wide Program	1
BRENDA LIZETTE GARZA	COTEACHER	School-wide Program	1
GEMALY RIVAS	COTEACHER	School-wide Program	1
ORLANDO ENRIQUEZ	COTEACHER	School-wide Program	1
OSCAR CASANOVA	TEACHER - INTERVENTIONIST	School-wide Program	1
SESIA Karem RAMIREZ	SR. COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1

IDEA Public Schools



Frontier College Prep

2025-2026 Campus Improvement Plan

Board Approval Date:
August 12, 2025

Public Presentation Date:
August 1, 2025

Generated by Plan4Learning.com
March 12, 2026 at 10:17 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

School Processes & Programs 6

Perceptions 8

Goals 10

Goal 1 : All IDEA students matriculate to college 11

Goal 2 : IDEA achieves an A Rating 13

Goal 3 : Increase student persistence 17

Goal 4 : Increase student daily attendance 19

Goal 5 : Increase staff retention 21

Title I Summary 23

Title I Personnel 24

Funding Summary 25

SCE Accelerated Instruction (PIC 24) 26

IDEA-B (4130) 26

State SPED (PIC 23) 26

State BESL (PIC 25) 26

Title I Parent Reservation (4120-PAR) 27

Comprehensive Needs Assessment

Demographics

Summary

IDEA Frontier College Preparatory is the second established college preparatory school in the IDEA Public Schools district. Establishing a foundation of 100% graduation rate since 2011, we have also matriculated 100% of our graduating class to the college of their choice. IDEA Frontier College Preparatory is located in the southernmost tip of Texas, where we pride ourselves in our rich Hispanic, mostly Mexican, culture that focuses on our old traditions borrowed from our friends just a few miles south. At IDEA Frontier College Prep, 97% of our students are considered Hispanic, with 98% of our students categorized as minorities. With 89% of student body identified as low-income, our campus graduates 100% of our students, with approximately 85-90% our of graduating classes being the first of their family to matriculating into college. Similarly, 97% of our staff is considered of Hispanic origin, and we pride ourselves in our proficiency in being multilingual. Most of our students and staff Self-study questionnaire: Diploma Programme 10 speak both English and Spanish proficiently, with some of our staff speaking a third language.

Our Alpha IB class graduated in 2018, and we have successfully continued our mission of “College For All.” Every student that steps foot in our campus is offered a free education, regardless of their academic, socio-economic background, and this extends directly to our Diploma Programme. At IDEA Frontier College Preparatory, we offer our Diploma Programme free of charge to all of our grade 11 and grade 12 students because we know that when students are served a highly rigorous education under a world-class curriculum, our scholars are able to excel and achieve the ambitious goals they and their families set for themselves. We are also the only Diploma Programme in our school district to offer DP Film. This is why IDEA Frontier College Preparatory has gained recognition from the US News and World Report as one of the best high schools in the nation. IDEA Frontier College Preparatory is a public charter school that ensures equal access for all student applicants. Any student, regardless of location, academic standing, income, or learning ability has an equal opportunity to be accepted into IDEA Frontier College Preparatory, given an application. All of our students in grade 11 and grade 12 take at least two DP subject courses. Aside from our college preparatory course, Road To and Through College (RTTC); Research and Technical Writing (a course that focuses on EE/CAS success); and Academic Block (study hall), all students are considered at least Course Scholars. This is why we promote our campus as an IB-for-ALL campus.

Our staff embody the traits of international-mindedness. Our current staff have taught and experienced the diverse cultural backgrounds of the Americas, Europe, and Asia and consistently share their experiences with our scholars. At IDEA Frontier College Preparatory, we know that the number one factor to overcome poverty in our city is through education. We want to ensure that our commitment to higher education is showcased so that all students and families can benefit from this vision.

School Processes & Programs

Summary

1. Frontier College Prep Discipline

2. FCP Code of Conduct/Discipline Roles and Responsibilities

3. Student Social Awareness

4. Student Etiquette/Social Emotional Cues

5. Staff Accountability/Expectations

6. ADA/ Escalation Matrix

Strengths

Frontier College Prep Discipline

- At Frontier College Prep (FCP), the aim is to create positive relationships in the classroom based on the belief that ALL students want to learn. At FCP, staff models the behavior expected from the students in all interactions. FCP promotes community and ownership of the learning environment so that instruction time is held sacred. We teach students that they have control over the perception others create of them through their actions and inactions. FCP consistently upholds clear and high expectations to cultivate a safe physical and emotional community.
- FCP has a discipline system in place that outlines the campus expectations and the roles and responsibilities of all stakeholders.
- Documentation utilizes all IDEA district guidelines and forms.
- FCP students receive an introduction and review of campus procedures twice a year during BOY culture camp and semester 2 culture camp after winter break.
- FCP is committed to a safe learning environment for every student. IDEA FCP ensures that safety is a priority by ensuring that all stakeholders are included in communications related to the safety of IDEA FCP students, to include communication to parent/ guardian following an incident involving their child.

FCP Code of Conduct/Discipline Roles and Responsibilities

- FCP Code of Conduct outlined in the IDEA TX Employee and Student Handbook.

Student Social Awareness

- Campus Social Emotional Counselor and lead team provide opportunities

Student Etiquette/Social Emotional Cues

Staff Accountability/Expectations

- Staff outlined in the IDEA TX Employee and Student Handbook.

ADA/ Escalation Matrix

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	There is lack of communication among all stakeholders when it comes to issues related to discipline.	
2	Staff does not consistently adhere to discipline roles and responsibilities.	
3	There is a noticeable decline in appropriate student behavior, both in physical classrooms and online learning platforms, to include instances of classroom disruptions, lack of punctuality, disrespect toward peers and faculty, inappropriate use of technology, and failure to follow basic communication norms	Students lack the discipline, social awareness, and skills necessary for solution-oriented personal interactions.

★ = Priority

Perceptions

Summary

At IDEA Frontier College Prep we value feedback and use the data to improve student outcomes. Based on our Panorama survey, students are satisfied with their school experience. They feel safe and supported, and they know their teachers want the best for them. They would like more opportunities for fun and joy in the classrooms. Parents like the school, they know their children are safe and are being well-educated; they would like to know what they can do at home to support their child's learning and be more informed about school events.

Strengths

IDEA Frontier College Preparatory is a top-ranked high school in Brownsville, TX. All students have the opportunity to take Advanced Placement and International Baccalaureate coursework and exams. With the support of College Counselors and Road To and Through College, 100% of students enroll in a college or university by the time they graduate.

The school's small campus enrollment allows for more individualized academic support from teachers. Students can get the help they need to succeed in their studies and reach their full potential.

Here are some of the things that make IDEA Frontier College Preparatory a great school:

- High academic standards
- College-preparatory curriculum
- Experienced and dedicated teachers
- Strong support for students from College Counselors and Road To and Through College
- Small campus enrollment for individualized academic support

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Chronic absenteeism has increased, leading to significant learning gaps as students miss regular instruction. This exacerbates long-term risks to both their social and academic achievement.	Parents in our community may lack awareness of the importance of regular school attendance and its impact on their child's academic success. Additionally, existing school systems to address absenteeism take too long to yield results and lack consistent follow-through. There is also a need to improve relationship-building efforts at all levels, involving not just teachers but the entire school.
2	There has been a growing concern about the mental health and emotional well-being of students. Student well-being has a significant impact on academic achievement, social-emotional development, and overall health.	Our community lacks knowledge of mental health awareness and skills that can be used to help in the well-being of the student.
3	Lack of family engagement has a significant impact on student's academic achievement such as academic struggle, have lower test scores, and be retained in grade.	Limited or ineffective communication channels between schools and parents, including language barriers and inaccessible communication platforms. Lack of effective strategies or programs to actively engage parents in their child's education, coupled with negative experiences or perceptions about schooling. Other or overlapping commitments that limit parents' time and availability.
4	There is a need to strengthen campus culture and increase student persistence.	Potential Root Cause inconsistent with following culture expectations and policy, differentiated rewards systems for grade levels, consistent PBIS reward system engaging instruction and all-inclusive team meetings.

★ = Priority

Goals

Goal 1 All IDEA students matriculate to college

Performance Objective 1 ☑ High Priority

College Prep Average ACT score of 20 or better by high school graduation (HB3)

Strategy 1

Collaboration with ELA teachers to provide small group intervention in ACT Workshop Subject English & Reading.

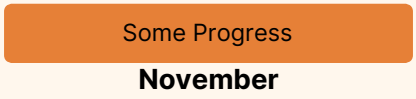
Strategy's Expected Result/Impact: Increase ACT average for English & Reading junior class.

Staff Responsible for Monitoring: Principal, Director of College Counseling, College Counselors, RTTC Teacher, ELA content leader, English department

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2

85% of graduates meet TSIA college readiness benchmark (HB3)

Strategy 1

Math remediation for small groups during academic block.

Strategy's Expected Result/Impact: Increase achievement in TSI exams

Staff Responsible for Monitoring: ACT Skills Teacher, College Counselors, Content Team Leader

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November | March | July

Strategy 2

Professional development for high school staff to remediate and proctor TSI.

Strategy's Expected Result/Impact: Additional opportunities for students to remediate for exam.

Staff Responsible for Monitoring: Teachers, College Counselor, Director of College Counseling, Assistant Principal

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

November | March | July

Goal 2 IDEA achieves an A Rating

Performance Objective 1

CP: 100% of identified scholars meet required minutes per House Bill 1416 (HB1416)

Strategy 1

100% of middle school students will participate in academic block for remediation and acceleration of Reading & Math.

Strategy's Expected Result/Impact: Required minutes will be met and remediation or acceleration planned.

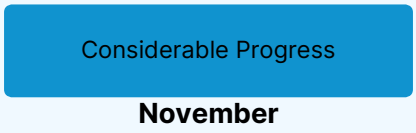
Staff Responsible for Monitoring: Teacher, Assistant Principal, Interventionist, Content Leaders

Funding Sources: HB 1426 Tutoring SCE Accelerated Instruction (PIC 24), Pay Code 357/357,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



November March July

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

CP: 75% of SPED Students attain approaches in STAAR by June 2026 (TEC 11.253(d)(2))

Evaluation Data Source: STAAR, EOC, Benchmark data

Strategy 1

Accelerated learning will be provided during 6-8 Academic Block and High School Academic Block.

Strategy's Expected Result/Impact: Increase achievement in student data outcomes.

Staff Responsible for Monitoring: Instructional coaches, Teachers, Counselors, SPED Teachers, Interventionist.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

100% of grade levels will schedule MTSS meetings to monitor progess of special programs students.

Strategy's Expected Result/Impact: Increase in student achieving, OTG, Accommodation implementation for students in special programs.

Staff Responsible for Monitoring: Grade Team Leaders, Assistant Principals, Principal, Core Teacher, Special Education Teachers.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3

CP:42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1

100% of Core teachers will attend Sheltered Instruction Observation Protocol (SIOP) training.

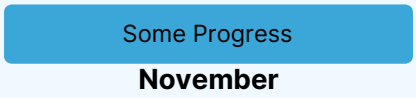
Strategy's Expected Result/Impact: Increase number of students exiting the bilingual program. Increase of strategies and classroom support for ELL students.

Staff Responsible for Monitoring: Instructional Coach, School Counselor, LPAC Administrator, Content leaders, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

100% of staff will participate in Writing initiative.

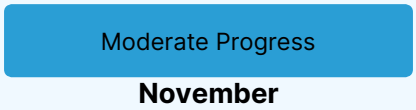
Strategy's Expected Result/Impact: Increase student writing skills.

Staff Responsible for Monitoring: EB coordinator, Teachers, Content Leaders, Lead Team.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 4 ☑ High Priority

CP: School achieves their Student Achievement Score Goal for each STAAR/EOC subject

Evaluation Data Source: STAAR/EOC/Mock assessments, IAs

Performance Objective 5 ☑ High Priority

CP: School achieves 58 SAS for Domain I based on the STAAR/EOC exam results.

Evaluation Data Source: STAAR, EOC, Mock assessments.

Strategy 1

Track each students performance in domains 1 by using the data and respond to data appropriately (TEC 11.253(d)(3))

Strategy's Expected Result/Impact: The student achievement will increase for mastery of content.

Staff Responsible for Monitoring: Assistant Principal of Instruction, Teacher, SPED Teacher, Interventionist.

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November	March	July

Goal 3 Increase student persistence

Performance Objective 1 ☑ High Priority

CP: 90% of Campus staff will utilize PBIS to increase culture of joy and persistence.

Evaluation Data Source: PBIS reports, ADA tracking

Strategy 1

Professional development for Crisis Management Team & MTTS team.

Strategy's Expected Result/Impact: Increase safety and decrease on potential safety concerns.

Staff Responsible for Monitoring: Assistant Principal of Operations, Crisis Management Team, Teachers, Staff, Grade Team Leaders

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 2

CP: 100% of schools 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))

Strategy 1

Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

Strategy's Expected Result/Impact: Increase parent communication and participation.

Staff Responsible for Monitoring: Principal, School Counselor, Lead Team, Teachers

Funding Sources: Supplies Title I Parent Reservation (4120-PAR), $3,614.66

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November | March | July

Performance Objective 3 ☑ High Priority

CP: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1

Professional development at BOY PD for teacher to complete lessons.

Strategy's Expected Result/Impact: Reduce incidents on topics/issues of Safer, Smarter Schools.

Staff Responsible for Monitoring: Teachers, School Counselor, RTTC teachers, College Counselors

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November | March | July

Performance Objective 4 ☑ High Priority

90% of FCP students will persist to the 25-26 school year.

Evaluation Data Source: District - Student Persistence Data on Locus

Goal 4 Increase student daily attendance

Performance Objective 1 ☑ High Priority

CP: IDEA Frontier will achieve a 96.3% annual attendance rate for the 25-26 school year

Evaluation Data Source: Daily Attendance, Escalation Matrix, Communication logs, AIS communication platform.

Strategy 1

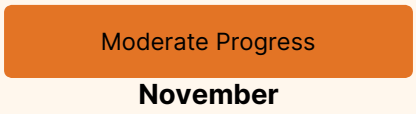
Teachers will create an Grade Level Important Events & Assignments Calendar to motivate students to attend class on days that historically have high absenteeism.

Strategy's Expected Result/Impact: The calendar will focus on high absence days to ensure important events and assignments are scheduled. This will motivate students to come to school.

Staff Responsible for Monitoring: Assistant Principal of Operations, Assistant Principal, Grade Level Teacher, Teachers.

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews



November March July

Performance Objective 2

CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 75%. (TEC 11.253(d)(10))

Strategy 1

Students will participate in physical activity throughout middle school PE class and high school PE course as per graduation plan HRM 1200 min.

Strategy's Expected Result/Impact: All students will received required credit for physical activity to provide opportunities to learn about health and activities.

Staff Responsible for Monitoring: PE Teachers, Athletic Director, College Counselors, Registrar

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Goal 5 Increase staff retention

Performance Objective 1 ☑ High Priority

CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-26 school year.

Strategy 1

Teachers will be provided opportunities to attend professional development training workshops to have a solid knowledge of content and pedagogy to support goals.

Strategy's Expected Result/Impact: Higher record of results, internalization of course and increase level of lesson delivery.

Staff Responsible for Monitoring: Assistant Principal, Regional Coaches, Principal, Content Leaders

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy's Expected Result/Impact: Higher record of results, internalization of course and increase level of support based on teacher feedback and reflection.

Staff Responsible for Monitoring: Assistant Principal, Regional Coaches, Principal, Content Leaders

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2

CP: IDEA Frontier is 100% staffed for all teacher positions throughout the 2025-26 school year.

Strategy 1

Hiring of candidates that meet campus Non-Negotiables.

Strategy's Expected Result/Impact: High level of instructions and student achievement.

Staff Responsible for Monitoring: Principal, Assistant Principal, Regional Talent Partners

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Title I Summary

Title I Personnel

Name	Position	Program	FTE
NADELY VIVANA ARELLANO	TEACHER - INTERVENTIONIST	School-wide Program	1
NORA Marlene Figueroa	TEACHER - INTERVENTIONIST	School-wide Program	1
YAZMIN SAQUI	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	HB 1426 Tutoring	Pay Code 357/357	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$54,566.15
				+/- Difference	**$54,566.15**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,723.62
				+/- Difference	**$5,723.62**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,839.99
				+/- Difference	**$8,839.99**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$13,040.02
				+/- Difference	**$13,040.02**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Supplies	--	$3,614.66
				Sub-Total	$3,614.66
				Budgeted Fund Source Amount	$3,732.95
				+/- Difference	**$118.29**

IDEA Public Schools



Hardy Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:56 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Student Learning 5

School Processes & Programs 7

Perceptions 9

Goals 11

Goal 1 : Increase the percentage of students performing at the Meets level on the 2025-... 12

Goal 2 : Increase the percentage of students performing at the Meets level on the 2025-... 13

Goal 3 : Our campus will utilize MTSS for student supports. 14

Goal 4 : Students identified in the high focus subpop will increase performance on End o... 15

Goal 5 : Families will remain at Hardy Academy throughout early education years. 17

Title I Summary 19

Title I Personnel 20

Committees 21

Student Learning 22

Meeting Logs 22

Members 22

Comprehensive Needs Assessment

Student Learning

Summary

During this school year, the campus saw several strengths that positively impacted student learning. Increased regional support and stakeholder push-ins contributed to more consistent lesson plan feedback and instructional rehearsals, which strengthened teacher preparation. As a result, the campus performed in the middle range across the region in both Math and ELA, with significant growth in 3rd and 4th grade ELA and 4th grade Math. Targeted classroom coaching and professional development, including writing scoring parties, supported teachers in identifying and addressing student needs effectively. Strategic instructional moves such as early small group instruction, the use of Civil Society tutors, and the launch of after-school and Saturday tutorials for 4th and 5th grade played a critical role in student progress. Lesson and observation feedback also revealed a clear correlation between instructional adjustments and student growth, particularly in ELA. However, some key gaps remain. Support for Emergent Bilingual (EB) and SPED students needs to be strengthened, especially in terms of consistent implementation and accommodations in early grade levels. Additionally, earlier intervention—such as starting tutorials, small groups, and tutoring services at the beginning of the year—was identified as an area that could have led to even greater student success.

Strengths

The campus benefited from increased regional support and more frequent push-ins from stakeholders, which strengthened instructional practices. Additionally, consistent lesson plan feedback and rehearsals improved teacher preparation and delivery of lessons.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students are scoring less than 90% approaches on formative assessments (i.e. unit exams, quizzes, semester exams) in reading and math.	Missing foundational skills for reading and comprehension with the lack of support around scaffolding for all learners during lesson planning
2	Our special pop students are not performing at 60% approaches or higher on (i.e. unit exams, quizzes, semester exams) in reading and math.	Lack of implementation support and consistency in all contents around how the accommodations should look daily. Missing development in earlier grades to utilize accommodations prior to 3rd grade for students.

★ = Priority

School Processes & Programs

Summary

Communication via Remind, Facebook and Remind

Weekly Professional Development

Daily Instruction

Student Support for Mental Health

Hotspot

Art

CSI

Direct Instruction for K-2

Move this World

Tutors

Family Engagement Events

Strengths

Base off data from the Spring 2025 Family Survey:

85% of IDEA Academy Families plan to return to school in 2025.

84% of IDEA Academy Families believe their child is learning every day.

81% of IDEA Academy Families believe teachers are preparing their child for the next grade level.

80% IDEA Academy Families believe that IDEA holds their child to high academic standards.

78% of IDEA Academy Families know what to do to support their child's learning in class.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Some staff members have chosen to leave due to a perceived lack of support from management.	There have been ongoing concerns among staff regarding the level of support received from management. Feedback suggests that gaps in communication and a perceived lack of responsiveness to staff input have contributed to feelings of frustration and burnout. These challenges have, in some cases, influenced staff retention.
2	Based on the 2025 Family Survey, only 47% of IDEA families feel they can get in touch with the school when needed--leaving over 50% of families feeling uncertain or dissatisfied with current communication channels.	There appears to be a communication gap regarding how parents can effectively reach their child's teacher. Many families are unclear about the appropriate channels, preferred methods of contact, or expected response times.

★ = Priority

Perceptions

Summary

At Hardy Academy, our commitment to fostering a positive and inclusive school environment is reflected in key areas of strength such as high parent participation in celebratory and social events. For instance, family engagement was robust during the 2024–2025 school year's field lessons, with 50–75 parent volunteers across grade levels. Similarly, events like Awards Breakfast and Muffins with Mom saw strong attendance, indicating a clear willingness among families to support and celebrate their scholars.

However, there are notable areas for growth in how we engage families around academics and campus priorities. Attendance at academic-centered events such as *Meetings with the Principal* and *Report Card Nights* remains low, suggesting a disconnect in communication, scheduling, or perceived value of these opportunities.

Data from surveys, interviews, and focus groups reveal that while families are eager to participate, barriers such as inconsistent communication methods, lack of post-event feedback collection, and limited clarity on engagement procedures (e.g., background checks for volunteers) hinder deeper involvement. Staff feedback also indicates that internal disorganization and last-minute communication often prevent timely outreach to families.

Our current culture reflects strong community values around student celebration but needs a more intentional structure for academic engagement, transparent communication, and inclusive participation. While community partnerships and volunteerism thrive in some areas, a more comprehensive approach is needed to evaluate and improve family engagement through routine data analysis and consistent feedback loops.

Strengths

1. High Parent Willingness to Volunteer: Strong parent response when invited to support events such as field trips, with 50–75 volunteers across grade levels during the 2024–2025 school year.

2. Strong Attendance at Celebratory Events: Family turnout is consistently high for school-wide community events like the Awards Breakfast and Muffins with Mom, reflecting a positive school culture and family-school connection.

3. Positive School Climate for Community Engagement: When events are social or celebratory, families show strong interest and involvement, indicating a welcoming and joyful school environment.

3. Reliable Community Support: Families are generally responsive and eager to be involved when clear invitations and opportunities are presented, especially those that highlight student achievement and recognition.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Our campus lacks a consistent and comprehensive system for measuring parent, guardian, and community participation.	There is a lack of clear leadership accountability and consistent systems for tracking and communicating family and community engagement efforts, leading to inconsistent implementation and ineffective use of communication tools. This root cause captures both the leadership and systemic gaps and establishes the opportunity to address this through establishing clear roles and consistent processes.
2	Families may feel disconnected or unsure of how to engage with the school.	There is a lack of a proactive, coordinated, and inclusive family engagement system, resulting in inconsistent communication, limited access, and unclear opportunities for meaningful parent participation.

★ = Priority

Goals

Goal 1 Increase the percentage of students performing at the Meets level on the 2025-2026 Math STAAR

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Hardy Academy will achieve an overall Meets goal of 45% on the 25-26 Math STAAR

Evaluation Data Source: Daily exit ticket data, Semester Exam, Math MOCK STAAR, STAAR score

Strategy 1 ☑ Targeted Support Strategy

Teachers will engage in exit ticket data tracking on a daily basis with overall data, misconceptions, and ways to address the misconception. Leaders will provide weekly observations and coaching to priority math teachers.

Strategy's Expected Result/Impact: Increase in the number of students achieving proficiency on daily exit tickets (80%)

Staff Responsible for Monitoring: Math teachers, Math Assistant Principal, Principal

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Some Progress	

Goal 2 Increase the percentage of students performing at the Meets level on the 2025-2026 Reading STAAR

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

On the Reading 2025-26 STAAR assessment, Hardy Academy will achieve a 45% Meets score (C rating).

Evaluation Data Source: Unit exams, Interim Assessment, MOCK STAAR data, STAAR data

Strategy 1 ☑ Targeted Support Strategy

Reading teachers will engage in ongoing and consistent data analysis by planning and implementing daily strategic monitoring laps and data analysis after each formative assessment. Leaders will provide weekly observations and coaching to priority reading teachers.

Strategy's Expected Result/Impact: Teachers take ownership over data collection and analysis, student data increases due to teachers' responses to low data

Staff Responsible for Monitoring: Reading teachers, Assistant Principals, National Reading coach, Principal

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Goal 3 Our campus will utilize MTSS for student supports.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Grade Team Leaders in grades K-5 will use the MTSS system to analyze student data and identify academic, behavioral and social emotional supports.

Evaluation Data Source: MTSS tracker

Strategy 1

Bi-weekly MTS meetings to occur with GTL, leaders, counselor and other stakeholders

Strategy's Expected Result/Impact: Increased interventions for student support leads to less referrals and higher academic achievement.

Staff Responsible for Monitoring: Principal, Assistant Principals, School Counselor, teachers

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

Campus-wide use of PBIS systems to establish cultural norms and incentivize positive behaviors.

Strategy's Expected Result/Impact: Decrease in discipline referrals, higher student Persistence, better student and adult culture

Staff Responsible for Monitoring: Teachers, leaders, School Counselor

Title I:

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Goal 4 Students identified in the high focus subpop will increase performance on End of Year assessments.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

40% of EB students taking TELPAS assessments will maintain or increase one composite level by the end of the 25-26 school year.

Evaluation Data Source: Student writing samples, Lexia data reports, MOCK TELPS assessment, TELPAS

Strategy 1

Students will practice on Lexia and Summit K-12 daily in technology and CSI classes, and during Academic Intervention blocks, Implement Stop & Jot in core classrooms to improve writing scores.

Strategy's Expected Result/Impact: Students will get an understanding of how the 4 domains will be tested, teachers will be able to track students' progress on Speaking, Listening, Reading and Writing components.

Staff Responsible for Monitoring: EB Point Person, CSI Teachers, Technology teacher, Regional EB Coach

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 2 ☑ HB3 Goal

At least 80% of students in the special education program will meet their growth goal on STAAR for both math and reading.

Evaluation Data Source: Daily exit ticket data, unit exam data, Semester exam, MOCK STAAR

Strategy 1

SpEd Data Conversations with Every Teacher, SpEd Data Convo with SpEd Teachers, Staff professional development on implementing accommodations and diversifying instructional

strategies, weekly instructional rounds focus on special pop students, co-planning with SpEd and General Education teachers.

Strategy's Expected Result/Impact: Increase in Special Education data on exit tickets, unit assessments, accommodations present in every classroom

Staff Responsible for Monitoring: Teachers, leaders, Regional members

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Some Progress	

Goal 5 Families will remain at Hardy Academy throughout early education years.

Performance Objective 1

Hardy Academy will maintain a 90% or above average on Student Persistence

Evaluation Data Source: Weekly withdrawal paperwork, Monthly persistence data from Locus dashboard

Strategy 1

Weekly Triad meetings to discuss student persistence, School Counselor and Grade Team Leads track data each week and make personal phone calls to parents each month, monthly student recognitions and incentives, parent engagement activities each quarter.

Strategy's Expected Result/Impact: Maintain a 90% student persistence rate, increase enrollment through parent referral, increase student culture by bringing joy

Staff Responsible for Monitoring: Teachers, leaders, Assistant Principal of Operations, School Counselor

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 2

100% of students will participate in the Safe Schools activities.

Evaluation Data Source: Weekly disciplinary reports, School Counselor guidance calendar

Strategy 1

The school counselor will ensure every student engages in the anti-bullying training and that monthly guidance lessons are conducted in homeroom classes targeted at reducing violence, bullying, and conflict.

Strategy's Expected Result/Impact: Reduce the number of referrals for level 2 and level 3 offenses, improved survey feedback from parents and students on campus safety

Staff Responsible for Monitoring: Principal, School Counselor

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	Accomplished	

Performance Objective 3

100% of students will participate in daily physical activity through Physical Education courses, recess, or other coordinated health program activities.

Evaluation Data Source: Fitness Gram data, daily student schedules

Strategy 1

Students in grades K-5 will participate in Physical Education classes or recess during school day.

Strategy's Expected Result/Impact: Students will be more fit and energetic during the day based on physical activities.

Staff Responsible for Monitoring: PE Teachers, Kinder teachers and Co-Teachers

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Accomplished	Accomplished	

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALEXIS VELA HERNANDEZ	COTEACHER	School-wide Program	1
EDWARD LEE HERRERA	TEACHER - INTERVENTIONIST	School-wide Program	1
JESSICA LYNN LONGORIA	COTEACHER	School-wide Program	1
MARQUISE JAMELLE ELLIS	COTEACHER	School-wide Program	1
NA'TASHA LANEE' WASHINGTON	TEACHER - INTERVENTIONIST	School-wide Program	1
ROSA ANGELICA HERNANDEZ	COTEACHER	School-wide Program	1
TAWANA POUNDS	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1

Committees

Committees

Student Learning

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 22, 2025 @ 1:00 PM	Cafeteria	CNA Sign-in.pdf	--

Members

First Name	Last Name	Position	Committee Role
Renisha	Spiller	Classroom Teacher	Classroom Teacher
Isabel	Rodriguez	Classroom Teacher	Classroom Teacher
Pamela	Williams	Assistant Principal of Instruction	Administrator
Kayla	Loud	Assistant Principal of Instruction	Administrator

IDEA Public Schools

Hardy College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:57 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 10

Perceptions 13

Priority Problem Statements 15

Data Documentation for CNA 18

Improvement Planning Data 19

Accountability Data 19

Student Data: Assessments 19

Student Data: Student Groups 20

Student Data: Behavior and Other Indicators 20

Employee Data 20

Parent/Community Data 21

Support Systems and Other Data 21

Goals 22

Goal 1 : Increase reading and writing performance across all grade levels. 23

Goal 2 : Increase the academic achievement score across Math in middle and high schoo... 24

Goal 3 : Increase student daily attendance 26

Goal 4 : Increase teacher retention 28

Goal 5 : Increase student persistence 31

Title I Summary 32

Title I Personnel 33

Funding Summary 34

SCE Accelerated Instruction (PIC 24) 35

IDEA-B (4130) 35

State SPED (PIC 23) 35

State BESL (PIC 25) 35

Title I Parent Reservation (4120-PAR) 36

Comprehensive Needs Assessment

Demographics

Summary

IDEA Hardy College Prep serves a scholar population of approximately 600 scholars. The campus reflects a diverse community, with a balanced distribution of male (50%) and female (50%) students. The student body at Hardy College Prep includes a range of ethnic and racial backgrounds, including African American (15%), Hispanic/Latino (84%), and White (1%). The campus also caters to students from different socioeconomic backgrounds, with 80% of the scholars considered as economically disadvantaged. The most recent scholar retention at IDEA Hardy College Prep is 84%.

Addressing the needs of Emergent Bilingual scholars is a priority at Hardy College Prep. A significant portion of the scholar population consists of non-native English speakers who require additional language support to excel academically (51%).

IDEA Hardy College Prep is committed to meeting the needs of scholars with diverse learning requirements (10%). It offers special education services, including Individualized Education Programs (IEPs) and specialized instructional support, to scholars with disabilities through the RISE program. The goal is to ensure that every scholar receives the necessary accommodations and resources to succeed in their academic journey.

The 25 staff members of Hardy College Prep consist of 100% degreed teachers with 20% of them being Hispanic/Latino and the remaining African American. 100% of the teachers at the campus have between 1-5 years of experience. The most recent staff retention at IDEA Hardy College is 71%.

Hardy College Prep recognizes the importance of community involvement and actively engages with parents, guardians, and community organizations. It values the partnership between the school and the local community, encouraging parental participation in school activities and maintaining open lines of communication. This collaborative approach contributes to a supportive and enriching learning environment. In addition, the campus offers extracurricular programs to support the needs and interests of the whole child. Programs include sports, after-school clubs, and enrichment opportunities.

Diversity and inclusion initiatives are integral to IDEA Hardy College Prep. The campus promotes cultural celebrations, equity training for staff, and the creation of a safe and inclusive learning environment for all scholars. It strives to ensure that every scholar feels valued, respected, and supported in their educational journey. Hardy College Prep also prioritizes anti-bullying programs, social-emotional learning, and mental health resources. By focusing on these areas, the school aims to foster a nurturing and encouraging atmosphere where scholars can thrive academically, socially, and emotionally.

Strengths

IDEA Hardy College Prep's demographic strength includes serving over 80% economically disadvantaged scholars and providing them with a rigorous curriculum to close the opportunity gap and ensure ALL scholars have the opportunity for college and beyond.

The school places a high value on community involvement and maintains active engagement with parents, guardians, and local organizations.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	ADA has fallen below 97.5%	1) Lack of clear and consistent communication with parents and scholars about the campus culture and expectations. 2) Lack of teacher development in best practices regarding classroom and campus culture.
2 ★	Teacher retention has fallen significantly below 85%	1) Lack of clear hiring non-negotiable aligned to IDEA's core values. 2) Lack of accountability systems to ensure teacher development and performance.

★ = Priority

Student Learning

Summary

6th Grade STAAR EXAMS								
Subject	22-23 STAAR	23-24 STAAR	EB	SpEd	Part. (#)	AS	D1	D2
ELA	37/11/3	54/25/2	49/47/2	40/40/0	100%	27	55	59
Math	68/28/8	61/23/5	36/21/6	13/7/12	100%	29	57	63
							56	61

7th Grade STAAR EXAMS								
Subject	22-23 STAAR	23-24 STAAR	EB	SpEd	Part. (#)	AS	D1	D2
ELA	62/13/3	67/51/16	67/50/17	10/0/0	100%	43	75	86
Math	60/23/8	55/36/10	25/28/10	0/0/0	100%	34	64	74
							72	80

8th Grade STAAR EXAMS								
Subject	22-23 STAAR	23-24 STAAR	EB	SpEd	Part. (#)	AS	D1	D2
ELA	53/7/3	70/55/15	64/50/14	46/46/8	98%	38	70	80
Alg. I	66/13/8	75/25/4	69/20/1	16/8/0	96%	35	60	70
Biology	95/58/17	78/36/2	75/28/1	31/8/0	95%	39	67	76
Social St.	26/4/2	48/20/8	23/11/7	8/0/0	95%	25	53	57

9th Grade STAAR EXAMS								
Subject	22-23 STAAR	STAAR	EB	SpEd	Part. (#)	AS	D1	D2
Eng. I	-	66/63/3	67/56/4	33/33/0	100%	44	75	86
Alg I	-	30/3/0	17/0/0	0/0/0	100%	11	39	41
Biology	-	71/19/0	60/20/0	50/0/0	100%	30	56	60

Student achievement data shows our projected accountability score to be a 70.4 with domains 1, 2, and 3 landing at 55, 74, and 68 respectively. Campus data shows an urgent need for intervention for all populations, specifically EB and Special Education. In looking at content level performance, our campus needs to prioritize math intervention to ensure that scholars area ready for AP, ACT, and the TSI.

Strengths

The IDEA Hardy College Prep 8th-grade scholars engage in rigorous high school-level instruction. On the 2023 EOC, 85% of 8th-grade scholars scored approaches or higher for Algebra I or Biology, which ensures they are one step closer to being college ready.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	There is a lack of college-ready performance (meets/masters) in core classes.	1) Lack of rigor, differentiation, and scaffolding to ensure mastery of all standards. 2) Lack of teacher development in planning and data analysis.
2 ★	There is a decline in mathematics performance across all grade levels.	1) Lack of scaffolding and/or intervention to close mathematics gaps post-pandemic. 2) Lack of exposure to multiple methods of mathematical problem-solving.
3	There is a decline in student attendance (93%; 4% below annual goal).	1) Lack of engaging, rigorous instruction in every classroom 2) Lack of clear expectations to families regarding attendance expectations and pitfalls.

★ = Priority

School Processes & Programs

Summary

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework before graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy, and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- The IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment with the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff to develop teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provides targeted research-based instruction to students who have a 2.0-year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA-awarded Autism Grant. Through this grant, we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, the district is committed to getting back to that average
- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school holds my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA’s individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow-through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

Strengths

1. Social-Emotional Learning (SEL) and Mental Health Support. The number of licensed counselors and social workers at IDEA has

increased by 50% over the past two years, ensuring comprehensive mental health support for our students. Additionally, our pre-pandemic average daily attendance (ADA) rate of 97.4% reflects our strong engagement and commitment to student well-being.

2. High Parent and Student Satisfaction. IDEA parents rate the school highly, with an average of 4.8/5 on statements regarding college preparation and high academic standards. Similarly, IDEA students rate their teachers 4.6/5 on their ability to challenge them to do their best. These ratings reflect a positive and supportive learning environment.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	90% of parents surveyed identified Parent Communication as an area of development for the campus.	1) Lack of opportunities for teachers to collaborate on learning and best practices.
2 ★	55% of staff members feel that there is a lack of vision.	1) Lack of communicating a clear vision and expectations to teachers and staff at the beginning of the school year.

★ = Priority

Perceptions

Summary

Student Survey Results:

- Safety - 4.4/5
- School Safety - 3.3/5
- School Belonging - 2.9/5
- School Climate - 2.9/5
- Teacher-Student Relationship - 2/9/5
- 88% of teachers rated at a 3.0 or higher by students

Family Survey Results:

- School Safety & Security - 4.0/5
- Safety - 3.7/5
- Expectation Awareness - 3.4/5
- Healthy Kids Initiative - 3.4/5
- Mental Health/SEL - 3.2/5

The campus data reveals strengths in overall safety perceptions and teacher effectiveness, but also highlight areas for improvement in school safety, climate, sense of belonging, and mental health support. There is a clear opportunity to enhance the school environment by fostering stronger connections between students and teachers, improving communication with families, and bolstering initiatives that support student well-being and engagement.

Strengths

- 88% of teachers are rated at a 3.0 or higher by students, indicating that the majority of teachers are viewed positively in terms of their effectiveness and engagement in the classroom.
- Families rate school safety and security at 4.0/5, reflecting a strong sense of safety and trust in the measures implemented to protect students.
- The overall safety rating by families is 3.7/5, indicating a relatively high level of confidence in the school's ability to maintain a safe environment.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Students feel a lack of belonging at IDEA Hardy College Prep.	1) Lack of intentional culture/team building during BOY culture camp. 2) Lack of teacher development in building an effective classroom culture.
2 ★	Parents feel a lack of communication between teachers and the campus.	1) Lack of clear and consistent communication practices in place. 2) Lack of expectations set around teacher communication with parents.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	There is a lack of college-ready performance (meets/masters) in core classes.	1) Lack of rigor, differentiation, and scaffolding to ensure mastery of all standards. 2) Lack of teacher development in planning and data analysis.
2	There is a decline in mathematics performance across all grade levels.	1) Lack of scaffolding and/or intervention to close mathematics gaps post-pandemic. 2) Lack of exposure to multiple methods of mathematical problem-solving.
3	55% of staff members feel that there is a lack of vision.	1) Lack of communicating a clear vision and expectations to teachers and staff at the beginning of the school year.
4	90% of parents surveyed identified Parent Communication as an area of development for the campus.	1) Lack of opportunities for teachers to collaborate on learning and best practices.
5	Parents feel a lack of communication between teachers and the campus.	1) Lack of clear and consistent communication practices in place. 2) Lack of expectations set around teacher communication with parents.
6	Students feel a lack of belonging at IDEA Hardy College Prep.	1) Lack of intentional culture/team building during BOY culture camp. 2) Lack of teacher development in building an effective classroom culture.

7 ★	Teacher retention has fallen significantly below 85%	1) Lack of clear hiring non-negotiable aligned to IDEA's core values. 2) Lack of accountability systems to ensure teacher development and performance.
8 ★	ADA has fallen below 97.5%	1) Lack of clear and consistent communication with parents and scholars about the campus culture and expectations. 2) Lack of teacher development in best practices regarding classroom and campus culture.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**

- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**

- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Increase reading and writing performance across all grade levels.

Performance Objective 1 ☑ High Priority

Increase the average percentage of students achieving "Meets Grade Level" across RLA in middle and high school from 33% to 45% by June 2025.

Evaluation Data Source: STAAR

Performance Objective 2

Increase the average percentage of students achieving "Approaches Grade Level" across all tested subjects from 63% to 80% by June 2025.

Performance Objective 3

Increase the average percentage of SpEd Student achieving "Approaches Grade Level" across all grade levels to 60%

Goal 2 Increase the academic achievement score across Math in middle and high school from 33 to 55 by June 2026.

Performance Objective 1

Increase the average percentage of students achieving "Approaches Grade Level" across math in middle and high school from 61% to 75% by June 2025.

Evaluation Data Source: Safety Audit Documentation

Strategy 1

Calendar out all safety requirements for the school year and complete documentation same day.

Strategy's Expected Result/Impact: This will ensure that we meet 100% of safety compliance expectations.

Staff Responsible for Monitoring: Principal, APO

Formative Reviews

November	March	July

Performance Objective 2

Increase the average percentage of students achieving "Meets Grade Level" across math in middle and high school from 30% to 45% by June 2025.

Strategy 1

Advertise all family engagement events two weeks in advance via Facebook, Remind, and hard copy flyers.

Strategy's Expected Result/Impact: This will ensure that parents receive timely communication of all family engagement events.

Staff Responsible for Monitoring: Principal, APO

Funding Sources: Title I Parent Reservation (4120-PAR), $2,827.56

Formative Reviews

November	March	July

Performance Objective 3

Increase the average percentage of SpEd Student achieving "Approaches Grade Level" across all grade levels to 60%

Strategy 1

Dedicate the first week of school to cover all anti-bullying/safer, smarter school curriculum.

Strategy's Expected Result/Impact: This will ensure that our campus is 100% for all curriculum before instruction begins.

Staff Responsible for Monitoring: Principal, API

Formative Reviews

November	March	July

Goal 3 Increase student daily attendance

Performance Objective 1 ☑ High Priority

Achieve 96% ADA by the end of Q1 and maintain it through Q4.

Evaluation Data Source: ADA

Strategy 1

Mandatory parent meeting/notification for every three absences (includes attendance plan)

Strategy's Expected Result/Impact: The expected result/impact of this strategy is to increase student attendance by ensuring parents are partners.

Staff Responsible for Monitoring: Principal, API, APO, Counselor, College Counselor

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

Pair students with high absentee rates with a trusted mentor on campus

Strategy's Expected Result/Impact: The expected result/impact of this strategy is to ensure that students have a trusted adult on campus that will increase their "will" to be at school.

Staff Responsible for Monitoring: Principal, API, APO, Counselor, College Counselor

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 3

Monthly attendance celebration for students who achieve perfect attendance.

Strategy's Expected Result/Impact: The expected result/impact of this strategy is to increase attendance by celebrating those who consistently meet the attendance expectation.

Staff Responsible for Monitoring: Principal, API, APO, Counselor, College Counselor

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 2 ✅ High Priority

Reduce chronic absenteeism (10+ days) by 25% compared to the 2023-2024 baseline.

Evaluation Data Source: CA Tracker

Goal 4 Increase teacher retention

Performance Objective 1 ☑ High Priority

Ensure 100% of new staff complete a structured onboarding program with clear expectations, culture alignment, and mentor support within the first 30 days.

Evaluation Data Source: Staff Development Cycle Dashboard

Strategy 1

Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy's Expected Result/Impact: The expected result/impact of this strategy is to increase staff retention by ensuring all teachers are fully developed and receive consistent feedback on their development.

Staff Responsible for Monitoring: Principal, API

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 2

Weekly teacher best practice spotlight

Strategy's Expected Result/Impact: The expected result/impact of this strategy is to increase staff retention by celebrating best practices that occur daily in the classroom.

Staff Responsible for Monitoring: Principal, API

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 2 ☑ High Priority

Implement at least one monthly "Team & Family" initiative (celebrations, shout-outs, team-building activities) to foster positive culture and belonging.

Evaluation Data Source: Staff Retention Dashboard

Strategy 1

Recruit and hire high-quality candidates per role by using high-quality resume criteria

Strategy's Expected Result/Impact: The expected result/impact of this strategy will increase teacher retention as high-quality teachers are more likely to meet the demands of the IDEA mission.

Staff Responsible for Monitoring: Principal, API

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 2

Develop a cohort of core content teachers to participate in an alternative teacher certification program.

Strategy's Expected Result/Impact: The expected result/impact of this strategy is to increase staff retention by providing teachers with the opportunity to build their capacity and become highly qualified by the State of Texas.

Staff Responsible for Monitoring: Principal, API

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 3

Ensure 90%+ of teachers receive weekly observation & feedback cycles with clear, actionable next steps that support growth and professional fulfillment.

Goal 5 Increase student persistence

Performance Objective 1

100% Enrolled by the First Day of School

Evaluation Data Source: Enrollment Data

Strategy 1

Create a marketing plan that targets the ideal IDEA student, using various marketing channels, including social media, email marketing, flyers, community events, and partnerships with local businesses.

Strategy's Expected Result/Impact: The expected result/impact of this strategy will ensure our campus is fully enrolled by the FDOS.

Staff Responsible for Monitoring: Principal, APO, EC

Formative Reviews

November	March	July

Strategy 2

Forge partnerships with local businesses, community organizations, and other schools/daycares in our area.

Strategy's Expected Result/Impact: The expected result/impact of this strategy will allow for collaborative efforts to help raise awareness of our campus and foster goodwill in the community.

Staff Responsible for Monitoring: Principal, Counselor, APO, EC

Formative Reviews

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
GINA R JONES	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$47,053.42
				+/- Difference	**$47,053.42**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,189.41
				+/- Difference	**$5,189.41**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,014.93
				+/- Difference	**$8,014.93**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,687.14
				+/- Difference	**$10,687.14**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1		--	$2,827.56
				Sub-Total	$2,827.56
				Budgeted Fund Source Amount	$3,218.99
				+/- Difference	**$391.43**

IDEA Public Schools

Harlingen Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:17 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Priority Problem Statements 7

Goals 10

Goal 1 : 4th and 5th grade meet ELAR/Math Growth Goals 11

Goal 2 : Increase New Student Persistence 14

Goal 3 : Decrease Chronic Absenteeism 17

Goal 4 : Increase academic performance in K-2nd grade in Reading 19

Goal 5 : Improve Staff/Teacher Retention 21

Title I Summary 23

Title I Personnel 24

Comprehensive Needs Assessment

Demographics

Summary

IDEA Harlingen Academy was founded in Aug 2020 when it began serving the Harlingen community with Kinder, 1st, 2nd, and 5th-grade scholars. Our population of students this past year was 607 students of which 85% are eco-disadvantaged. 75% of our students identify themselves as Hispanic and 25% are classified as English Language Learners. 100% of our K-3rd grade teachers completed the TEA Reading Academy program. At IDEA Harlingen Academy we provide several special programs for students who qualify like 504, life skills, emergent bilingual and dyslexia programs.

Strengths

- At IDEA Harlingen Academy we have an equal representation of males and female students.
- At IDEA Harlingen Academy we have 85% of our students who identify themselves as eco-disadvantage and achieve ambitious academic results
- At IDEA Harlingen Academy we offer enrollment for Kinder-5th Grade scholars.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Over 15% of students are chronically absent at IDEA Harlingen	1. Lack of an operating mechanism to trigger the parent meeting earlier in the year 2. Be consistent with bringing parents in to meet with to review consequences (retention, failing STAAR, etc.)

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	High percentage of teachers received a low rating in Guidepost 4 in APR	1. Lack of observing teacher-level tracking to hold teachers accountable and provide feedback. 2. Lack of development for teachers on how to make data-adjustments in the classroom
2 ★	A low percentage of students are hitting their growth goals in 4th/5th grade	1. Not all teachers consistently communicate goals to students, so tudents are not aware of their goals 2. Teachers are not frequently reviewing their growth goal data to adjust instruction
3 ★	Over 15% of students are chronically absent at IDEA Harlingen	1. Lack of an operating mechanism to trigger the parent meeting earlier in the year 2. Be consistent with bringing parents in to meet with to review consequences (retention, failing STAAR, etc.)
4 ★	25% of students are choosing to leave IDEA Harlingen	1. We are not onboarding students successfully within 1 week of their start date to ensure they are successful in and out of the classroom 2. We are not collaborating to see how we can support students as a whole
5 ★	Low parent engagement and attendance for report card nights/family engagement activities	1. We do not have a consistent list of campus activities that occur at our campus 2. Families only attend events if we are providing free food
6 ★	Teachers are not vertically aligning to ensure they are building on from the previous year	1. There is no operating mechanism to provide teachers the time to collaborate and vertically align

7 ★	Lack of curriculum to support students who need extra practice or work at their level and our SPED scholars	1. Unlike math, Sirius is not purchased for ELA to provide students and teachers with support for students who are not at the level 2. High percentage of students who are not able to read on level in 3rd-5th

★ = Priority

Goals

Goal 1 4th and 5th grade meet ELAR/Math Growth Goals

Performance Objective 1 ☑ High Priority

85% of 4th/5th grade scholars meet ELAR/Math Growth Goals

Strategy 1

100% of students will engage in Read/Math 180 (mins/week)

Strategy's Expected Result/Impact: Academic Block gives time for teachers to prioritize curriculum. Resources provided by regional.

Staff Responsible for Monitoring: Jennifer Tamez

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

100% of students in 4th and 5th grade receive Growth Goal Conversation post-assessment

Strategy's Expected Result/Impact: Awareness of goal

Staff Responsible for Monitoring: Teacher of Record, Assistant Principal of Instruction.

Problem Statements: Student Learning 1

TEA Priorities: Improve low-performing schools

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	A low percentage of students are hitting their growth goals in 4th/5th grade	1. Not all teachers consistently communicate goals to students, so tudents are not aware of their goals 2. Teachers are not frequently reviewing their growth goal data to adjust instruction

Performance Objective 2

60% of SPED scholars achieve growth goals in ELAR/Math

Evaluation Data Source: Assessments, SE, Mock Exams.

Strategy 1

100% of HB1416 scholars hit their required minutes/week

Problem Statements: Student Learning 2

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

100% of SPED scholars receive their accomodations throughout class

Problem Statements: Student Learning 2

Formative Reviews

November	March	July
Considerable Progress	Moderate Progress	

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Lack of curriculum to support students who need extra practice or work at their level and our SPED scholars	1. Unlike math, Sirius is not purchased for ELA to provide students and teachers with support for students who are not at the level 2. High percentage of students who are not able to read on level in 3rd-5th

Performance Objective 3

100% of students receive a data conversation on growth goals 2x/year (Post SE/Mock Assessments)

Evaluation Data Source: Data Goal Tracking Sheet

Strategy 1

Create 2 Award Assemblies where parents can celebrate scholar growth

Problem Statements: Student Learning 1

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	A low percentage of students are hitting their growth goals in 4th/5th grade	1. Not all teachers consistently communicate goals to students, so tudents are not aware of their goals 2. Teachers are not frequently reviewing their growth goal data to adjust instruction

Goal 2 Increase New Student Persistence

Performance Objective 1 ☑ High Priority

100% grade levels host MTSS meetings bi-weekly to add their mission list

Strategy 1

Pre-plan dates for grade levels to conduct MTSS Meetings

Strategy's Expected Result/Impact: Ensure we are proactive in creating dates and also to hold all accountable

Staff Responsible for Monitoring: Patricia Rodriguez

Problem Statements: Perceptions 1

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Strategy 2

Leaders will observe MTSS Meetings to provide feedback on facilitation

Strategy's Expected Result/Impact: Provide feedback to leaders on facilitation to ensure we are prioritizing students

Staff Responsible for Monitoring: Jennifer Tamez

Problem Statements: Perceptions 1

Formative Reviews

November	March	July
Some Progress	Considerable Progress	

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	25% of students are choosing to leave IDEA Harlingen	1. We are not onboarding students successfully within 1 week of their start date to ensure they are successful in and out of the classroom 2. We are not collaborating to see how we can support students as a whole

Performance Objective 2

Create monthly family engagement activities to onboard families in Kinder and 1st grade

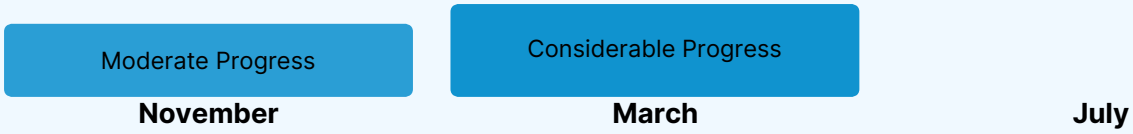
Strategy 1

Backwards plan dates for the 25-26 school year when families will be invited on campus

Staff Responsible for Monitoring: Grade Team Leaders, API's, Principal

Problem Statements: Perceptions 2

Formative Reviews



Strategy 2

Track attendance for family engagement events

Staff Responsible for Monitoring: Gloria Rodriguez, Angel Espinoza

Problem Statements: Perceptions 2

Formative Reviews



Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Low parent engagement and attendance for report card nights/family engagement activities	1. We do not have a consistent list of campus activities that occur at our campus 2. Families only attend events if we are providing free food

Performance Objective 3

Implement Safe and Smarter Campus Curriculum to prevent violence

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Engage 3rd-5th-grade students in Safe and Smarter Campus Lesson

Staff Responsible for Monitoring: Angel Espinoza

Problem Statements: Perceptions 1

Formative Reviews

November	March	July
Considerable Progress	Moderate Progress	

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	25% of students are choosing to leave IDEA Harlingen	1. We are not onboarding students successfully within 1 week of their start date to ensure they are successful in and out of the classroom 2. We are not collaborating to see how we can support students as a whole

Goal 3 Decrease Chronic Absenteeism

Performance Objective 1 ☑ High Priority

Chronic Absenteeism will decrease by 1.5%

Strategy 1

Conduct ADA Daily Huddles with key stakeholders

Strategy's Expected Result/Impact: Increase student attendance to impact student learning

Staff Responsible for Monitoring: Gloria Rodriguez

Problem Statements: Demographics 1

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Strategy 2

Conduct 100% of Parent Meetings with Chronic Absenteeism students by November

Strategy's Expected Result/Impact: Increase student attendance to impact student learning

Staff Responsible for Monitoring: Gloria Rodriguez

Problem Statements: Demographics 1

Formative Reviews

November	March	July
No Progress	Some Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Over 15% of students are chronically absent at IDEA Harlingen	1. Lack of an operating mechanism to trigger the parent meeting earlier in the year 2. Be consistent with bringing parents in to meet with to review consequences (retention, failing STAAR, etc.)

Performance Objective 2

95% of students will engage in Physical Fitness and meet their MVPA minutes

Evaluation Data Source: Fitness Gram

Performance Objective 3

Follow escalation with fidelity each quarter to ensure accountability is present

Evaluation Data Source: Escalation matrix, power school tracker

Strategy 1

Norm on a clear and effective escalation Matrix to roll out to staff

Staff Responsible for Monitoring: Gloria Rodriguez

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

Review Escalation Matrix Monthly via Lead Team Tactical

Staff Responsible for Monitoring: Gloria Rodriguez

Formative Reviews

November	March	July
Some Progress	Some Progress	

Goal 4 Increase academic performance in K-2nd grade in Reading

Performance Objective 1 ☑ High Priority

Increase EOY Dibels Growth from 35% to 60% for the 25-26 school year.

Evaluation Data Source: DIBELS Tracker, Amplify,

Strategy 1

Conduct data rounds to provide feedback on teacher/student level tracking

Problem Statements: School Processes & Programs 2

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Strategy 2

Provide feedback to teachers via School Status on Guidepost 4

Problem Statements: School Processes & Programs 2

Formative Reviews

November	March	July
No Progress	No Progress	

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	High percentage of teachers received a low rating in Guidepost 4 in APR	1. Lack of observing teacher-level tracking to hold teachers accountable and provide feedback. 2. Lack of development for teachers on how to make data-adjustments in the classroom

Performance Objective 2

Ensure 90% of students keep up with their Data Binder for students to track progress in Kinder-5th

Evaluation Data Source: Data Binders, Culture Rounds

Strategy 1

Norm and finalize trackers for teachers to ensure 100% of them have access

Staff Responsible for Monitoring: API's

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

Observe Data Binders via Culture Rounds to provide feedback

Staff Responsible for Monitoring: Instructional Leaders

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 3

100% of teachers rate Proficient on Guidepost 1B-v and Guidepost 4 ii.

Evaluation Data Source: Teachboost

Goal 5 Improve Staff/Teacher Retention

Performance Objective 1 ☑ High Priority

Increase AEES survey by 5 points

Strategy 1

Provide teachers an opportunity to vertically align and support each other

Problem Statements: School Processes & Programs 1

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

Differentiate professional development to teachers via Early Release

Problem Statements: School Processes & Programs 1

Formative Reviews

November	March	July
Considerable Progress	Moderate Progress	

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers are not vertically aligning to ensure they are building on from the previous year	1. There is no operating mechanism to provide teachers the time to collaborate and vertically align

Performance Objective 2

Create Monthly Peers Buzz outs for Praise

Evaluation Data Source: Teacher Retention, AEES Survey

Performance Objective 3

Lead Team will prioritize celebrating 100% of ops members for their birthdays and appreciation days

Evaluation Data Source: Ops Retention, AEES Surve

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ADRIANA CARBAJAL	COTEACHER	School-wide Program	1
GABRIELA Lizbeth Guerra	TEACHER - INTERVENTIONIST	School-wide Program	1
HIPOLITA ZAPATA	TEACHER - INTERVENTIONIST	School-wide Program	1
JAN DENNIS BADON	COTEACHER	School-wide Program	1
KRISTIN Nicole QUINTANILLA	COTEACHER	School-wide Program	1
MARICELA FAZ	COTEACHER	School-wide Program	1

IDEA Public Schools

Harlingen College Prep

Accountability Rating: B

2025-2026 Campus Improvement Plan

Board Approval Date:
August 12, 2025

Public Presentation Date:
August 11, 2025

Generated by Plan4Learning.com
March 12, 2026 at 10:18 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

School Processes & Programs 7

Priority Problem Statements 10

Data Documentation for CNA 13

Improvement Planning Data 14

Accountability Data 14

Student Data: Assessments 14

Student Data: Student Groups 14

Student Data: Behavior and Other Indicators 14

Employee Data 15

Support Systems and Other Data 15

Goals 16

Goal 1 : IDEA Harlingen College Prep 6-11 grade will meet overall persistence growth goa... 17

Goal 2 : 48% of students in 6-8 math STAAR/EOC will "meet" in the spring 2026 administ... 20

Goal 3 : 1.5% decrease in chronic absenteeism at IDEA Harlingen College Prep. 23

Goal 4 : 5% decrease on ISS/OSS at the EOY for the 25-26 school year at IDEA Harlingen... 25

Goal 5 : 20% of SPED students will preform at "meets" level in RLA & Math STAAR/EOC f... 28

Comprehensive Needs Assessment

Demographics

Summary

IDEA Harlingen College Prep is a Title 1 Campus that offers quality educational programs and extra curricular activities to students in 6th - 10th grade. IDEA Harlingen College Prep is part of one of the fastest growing charter school networks in the Rio Grade Valley. Currently IDEA Harlingen College Prep has an enrollment membership of 442. This is an increase of 102 students from the previous school year. This increase is attributed to recruitment efforts and year round open enrollment. New students have enrolled this year from several different school districts in the Rio Grande Valley, as well as from Mexico.

IDEA Harlingen College Prep demographics include the following:

White: 8

Hispanics: 426

Black: 6

Asian: 2

504: 15

Eco Disadvantage: 393

EB: 138

SPED: 23 - Self Contained

Foster Care: 2

Homeless: 4

Immigrants: 13

Military Connected: 29

Attendance: 94.31%

Strengths

- PBIS Incentives with PBIS Store and consistency
- Increased Family Engagement
- TSI Incentives
- UIL

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Campus wide consequences are inconsistent.	There are too many tracking mechanisms and systems, leading to unnecessary confusion and surveillance
2 ★	Teachers are inconsistent when onboarding new to IDEA students and families.	Lack of clear expectations, communication process and resources set at BOY for teachers.

★ = Priority

School Processes & Programs

Summary

Curriculum & Instruction:

6th & 7th grade-Students are enrolled in a math, English, semester class for history and science. 6th and 7th graders take physical education and AR/hotspot as an elective.

8th grade- Student are enrolled in 4 high school classes. Professional communications, touch system data entry, Biology and Algebra I. Students also take English and Social Studies.

Middle School English- The curriculum used in MS English is Wit & Wisdom

Math, history and science-The curriculum used in MS Math, history and science are created by the district.

High school- Our students take a variety of AP courses, such as AP environmental science, AP us history, AP human geography. Further, student used AP classroom as a fundamental resource for AP courses. High school students also engaged on two CTE pathways: Law and engineering. Further, our students take two electives in high school: Spanish and Art. Students also take PE in high school.

Scheduling:

This year 6th grade had 1 hour and 15min classes with an academic block for extended support. 7th grade had 90min class period with and academic block. 8th grade had 1 hour and 15min period with academic block. Our HS students had 60min periods with an intervention period.

Special Education Department:

This year we were funded to have 4 special education teachers to support with inclusion/content mastery. This year we lost 2 sped teachers during the year and hired late 2 teacher and 1 of the 4 teachers took leave of absence. Leaving the department at once with 1 certified teacher during the year.

Extra Curriculum:

We have athletics department offering the following sports: cross-country, Volleyball, Flag Football, Basketball, Soccer and cheer program. This year we launch have varsity and JV teams. We also launch our UIL program competing in UIL academics and One act Play. We also offer after school programs for our scholars: Chess, theater, art and film/photography.

Technology program

As a district we use Edcite as the testing platform.

Middle school had IXL available for them mid year.

Strengths

School strengths:

- Implementing UIL program for students.
- IXL program for middle school as a whole.
- JV and VS athletics program.
- Cheer team is greatly robust. Competitive vs noncompetitive
- Academic block planning

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	The availability of technology for all grade levels and lack of protocol with HS laptop.	We failed to educate students and parents on technology and laptop procedures.
2	Lack of resources for each sports and equipment.	Lack of budget for equipment and system to track equipment use.
3 ★	Minimum use of technology platforms to enhance student learning.	Lack of teacher training on how to integrate technology in the classroom such as IXL, Sirius and AP Classroom.
4 ★	Lack of strategies and supports for our EB/SPED students during the year.	Teachers didn't received training to support EB/ SPED students during the year.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Minimum use of technology platforms to enhance student learning.	Lack of teacher training on how to integrate technology in the classroom such as IXL, Sirius and AP Classroom.
2 ★	Lack of strategies and supports for our EB/SPED students during the year.	Teachers didn't received training to support EB/ SPED students during the year.
3 ★	Campus wide consequences are inconsistent.	There are too many tracking mechanisms and systems, leading to unnecessary confusion and surveillance
4 ★	Teachers are inconsistent when onboarding new to IDEA students and families.	Lack of clear expectations, communication process and resources set at BOY for teachers.
5 ★	Students need more opportunities to develop synthesis, critical thinking, and foundational writing skills in all content areas, as current instruction prioritizes content recall and lacks clear exemplars to support effective communication.	Instructional planning in all content areas often prioritizes breadth of content over depth of analysis, with limited integration of writing scaffolds and exemplars, leaving students underprepared to think critically and communicate their ideas effectively.
6 ★	Large inclusion class sizes and limited SPED teacher support prevent students with disabilities from receiving the individualized guidance they need, leading to disengagement and a lack of academic effort.	Insufficient staffing and oversized inclusion classes limit teachers' ability to provide necessary 1:1 support for SPED and HB1416 students, hindering their academic and behavioral progress.

7 ★	IHCP is under enrolled by 18%.	Minimal parental involvement and communication.
8 ★	IDEA Harlingen CP is currently not on track to meet ADA goal	Lack of execution of ADA huddles and parent meeting with chronic absentee students.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**

Support Systems and Other Data

- [x] **Organizational structure data**

Goals

Goal 1 IDEA Harlingen College Prep 6-11 grade will meet overall persistence growth goal for the 25-26 academic year.

Performance Objective 1

IHCP will be in compliance with 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

Evaluation Data Source: Signing sheet

Strategy 1

GTL lead with counselor parent involvement and promote events with families via powerschool and Remind.

Strategy's Expected Result/Impact: Increase our persistence by 5%

Staff Responsible for Monitoring: Ellen Morales, Driver GTL, Supporters.

Problem Statements: Perceptions 1

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	IHCP is under enrolled by 18%.	Minimal parental involvement and communication.

Performance Objective 2

100% of MTSS bi-monthly meetings execution.

Evaluation Data Source: Meeting tactical template

Strategy 1

Execute bi-monthly MTSS meetings with grade levels with fidelity and leaders provide feedback

on execution.

Strategy's Expected Result/Impact: Decrease PBIS referrals

Staff Responsible for Monitoring: GTLs and Lead Team Members

Problem Statements: School Processes & Programs 4

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Lack of strategies and supports for our EB/SPED students during the year.	Teachers didn't received training to support EB/SPED students during the year.

Performance Objective 3

College and CTE Knowledge for all stakeholders via professional development, college night and student transition meetings.

Evaluation Data Source: attendance to the different presentations.

Strategy 1

Engage our students, staff, and families in a college and CTE knowledge submergence.

Strategy's Expected Result/Impact: Increase our persistence by 5%

Staff Responsible for Monitoring: Diana Andrea Garcia, CC

Problem Statements: Perceptions 1

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	IHCP is under enrolled by 18%.	Minimal parental involvement and communication.

Performance Objective 4

100% of student onboarded during mid year

Evaluation Data Source: Persistence

Strategy 1

100% of stakeholders will complete their onboarding task with new student.

Strategy's Expected Result/Impact: Increase persistence of mid year enrolled students.

Staff Responsible for Monitoring: Ellen Morales

Problem Statements: Demographics 2

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Teachers are inconsistent when onboarding new to IDEA students and families.	Lack of clear expectations, communication process and resources set at BOY for teachers.

Goal 2 48% of students in 6-8 math STAAR/EOC will "meet" in the spring 2026 administration.

Performance Objective 1

100% of teacher will master ET tracking and data reporting by Q2.

Evaluation Data Source: ET data board.

Strategy 1

Provide professional development to teachers to integrate writing scaffolds in all content areas.

Strategy's Expected Result/Impact: Increase math and reading data to achieve a 48%

Staff Responsible for Monitoring: Kathya Gonzalez

Problem Statements: Student Learning 1

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

November March July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students need more opportunities to develop synthesis, critical thinking, and foundational writing skills in all content areas, as current instruction prioritizes content recall and lacks clear exemplars to support effective communication.	Instructional planning in all content areas often prioritizes breadth of content over depth of analysis, with limited integration of writing scaffolds and exemplars, leaving students underprepared to think critically and communicate their ideas effectively.

Performance Objective 2

100% of teachers submit lesson plans and 100% of instructional lead team provide lesson plan feedback

Evaluation Data Source: Lesson Plan System.

Strategy 1

Teacher plans strategic lessons for our HB1416 students during academic block and tutoring.

Strategy's Expected Result/Impact: Closing student gaps and students that typically fail reach their growth goals.

Staff Responsible for Monitoring: Kathya Gonzalez, API

Problem Statements: Student Learning 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Considerable Progress

November	March	July

Strategy 2

90% of teachers integrate a technology platform in their classroom 3/5 days of the week.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Kathya Gonzalez, Michelle Vega and Eduardo Varela Facio

Problem Statements: School Processes & Programs 3

Formative Reviews

Considerable Progress

November	March	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Large inclusion class sizes and limited SPED teacher support prevent students with disabilities from receiving the individualized guidance they need, leading to disengagement and a lack of academic effort.	Insufficient staffing and oversized inclusion classes limit teachers' ability to provide necessary 1:1 support for SPED and HB1416 students, hindering their academic and behavioral progress.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Minimum use of technology platforms to enhance student learning.	Lack of teacher training on how to integrate technology in the classroom such as IXL, Sirius and AP Classroom.

Goal 3 1.5% decrease in chronic absenteeism at IDEA Harlingen College Prep.

Performance Objective 1

100% of GTLs will track and attend ADA huddles (MTSS) with lead team.

Strategy 1

GTL will be train and monitor on ADA huddle execution to respond to daily ADA data and decrease our chronic absenteeism.

Strategy's Expected Result/Impact: Decrease by 5% chronic absenteeism

Staff Responsible for Monitoring: Gloria Rodriguez, Leader GTLs, Supporters

Problem Statements: Perceptions 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	IDEA Harlingen CP is currently not on track to meet ADA goal	Lack of execution of ADA huddles and parent meeting with chronic absentee students.

Performance Objective 2

100% of teacher will complete ADA calls daily during HR everyday.

Evaluation Data Source: ADA tracker to monitor daily ADA.

Strategy 1

100% of Homeroom teachers will complete ADA tracker daily and complete AIS parent

communication daily

Strategy's Expected Result/Impact: Decrease by 5% chronic absenteeism

Staff Responsible for Monitoring: Gloria Rodriguez, GTLs. and Homeroom Teacher

Problem Statements: Perceptions 2

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	IDEA Harlingen CP is currently not on track to meet ADA goal	Lack of execution of ADA huddles and parent meeting with chronic absentee students.

Goal 4 5% decrease on ISS/OSS at the EOY for the 25-26 school year at IDEA Harlingen College Prep.

Performance Objective 1

90% of teachers will rate advance in guidepost 2 by quarter 2.

Evaluation Data Source: GET ratings on school status.

Strategy 1

Implement culture rounds with fidelity to rate and provide feedback on culture review.

Staff Responsible for Monitoring: Kathya Gonzalez, API

Problem Statements: Demographics 1

Formative Reviews

Moderate Progress

November | March | July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Campus wide consequences are inconsistent.	There are too many tracking mechanisms and systems, leading to unnecessary confusion and surveillance

Performance Objective 2 ☑ High Priority

100% of teachers implement PBIS & Referral system with fidelity.

Evaluation Data Source: Use PBIS data to track and monitor the use of PBIS and Referral.

Strategy 1

Weekly reports during culture rounds and report data during weekly culture email.

Strategy's Expected Result/Impact: Facio

Staff Responsible for Monitoring: Ellen Morales School Counselor

Problem Statements: Demographics 1

Formative Reviews

Considerable Progress

November | March | July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Campus wide consequences are inconsistent.	There are too many tracking mechanisms and systems, leading to unnecessary confusion and surveillance

Performance Objective 3

100% of students from 6th-9th grade meet their MVPA minutes goals. (TEC 11.253(d)(10))

Evaluation Data Source: MVPA EOY Minutes

Strategy 1

PE Teacher monitor, track and respond to MVPA data on a weekly basis.

Strategy's Expected Result/Impact: 100% of 6th-9th students meet MVPA goal

Staff Responsible for Monitoring: Ulyses Salazar, Armando Dominguez and Jan Badon

Problem Statements: School Processes & Programs 3

Formative Reviews

Some Progress

November | March | July

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Minimum use of technology platforms to enhance student learning.	Lack of teacher training on how to integrate technology in the classroom such as IXL, Sirius and AP Classroom.

Performance Objective 4

IHCP will be in compliance with 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))

Evaluation Data Source: Attendance to events.

Strategy 1

Promotion of title 1 events on MTT, public hearing, and spring town hall.

Strategy's Expected Result/Impact: Increase by 10% our attendance in MTT, Fall and spring town hall

Staff Responsible for Monitoring: Ellen Morales

Problem Statements: Perceptions 1

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	IHCP is under enrolled by 18%.	Minimal parental involvement and communication.

Goal 5 20% of SPED students will preform at "meets" level in RLA & Math STAAR/EOC for the spring 2026 administration.

Performance Objective 1

100% fidelity to sped tactical weekly.

Evaluation Data Source: Tactical template

Strategy 1

Create a mechanism on our core calendar to host sped tactical/collaboration weekly.

Strategy's Expected Result/Impact: 20% of sped students will perform meets

Staff Responsible for Monitoring: Serena Sanchez and Sped teachers

Problem Statements: Student Learning 2

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Large inclusion class sizes and limited SPED teacher support prevent students with disabilities from receiving the individualized guidance they need, leading to disengagement and a lack of academic effort.	Insufficient staffing and oversized inclusion classes limit teachers' ability to provide necessary 1:1 support for SPED and HB1416 students, hindering their academic and behavioral progress.

Performance Objective 2

100% of sped teachers will have a weekly 90% fidelity to sped teacher calendar with services.

Evaluation Data Source: Check-in sped teacher will report on calendar/schedule

Strategy 1

Train, track and follow-up on weekly calendar to serves students inside and outside the classroom.

Strategy's Expected Result/Impact: Monitor on the field by observations.

Staff Responsible for Monitoring: Eduardo Varela Facio

Problem Statements: School Processes & Programs 4

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Lack of strategies and supports for our EB/SPED students during the year.	Teachers didn't received training to support EB/SPED students during the year.

IDEA Public Schools

Health Professions Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:10 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Goals 4

Goal 1 : Student meets and masters data will increase by 20% for Meets and 10% for Mas... 5

Goal 2 : Teacher GET ratings in 1a/1b will end with 100% proficiency by end of first seme... 6

Goal 3 : 90% of students will meet growth goal on STAAR by EOY. 8

Goal 4 : Dibels data will grow within K-2 students by at least 30% each grade level. 10

Goal 5 : Academy students will experience a sense of belonging and joy throughout the s... 11

Title I Summary 13

Title I Personnel 14

Goals

Goal 1 Student meets and masters data will increase by 20% for Meets and 10% for Masters.

Performance Objective 1 ☑ High Priority

* By MOY: +10% increase in Meets, +5% increase in Masters.
* By EOY: Total +20% Meets, +10% Masters.

Evaluation Data Source: Semester exams, Mocks, and STAAR

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

1. Weekly data meetings with reteach plans for students within 10% of Meets/Masters cut scores.

Staff Responsible for Monitoring: APIs, Principal, and Instructional coach

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

2. Interim assessments every 6 weeks; intervention plans reviewed and revised based on data.

Staff Responsible for Monitoring: APIs and Teachers

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Goal 2 Teacher GET ratings in 1a/1b will end with 100% proficiency by end of first semester.

Performance Objective 1 ☑ High Priority

* By Q1: 70% proficiency.
* By end of Semester 1: 100% proficiency.

Evaluation Data Source: Teachboost

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

1. Weekly coaching with direct feedback aligned to 1a/1b.

Staff Responsible for Monitoring: Principal and manager

Formative Reviews

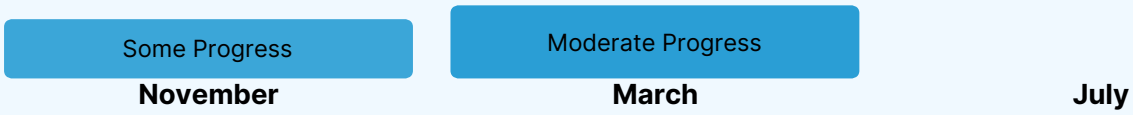


Strategy 2

2. Bi-weekly PD focused on lesson alignment, with exemplars used for modeling.

Staff Responsible for Monitoring: Instructional Coaches

Formative Reviews



Strategy 3

3. Peer observation rounds once per quarter, focused exclusively on 1a/1b.

Staff Responsible for Monitoring: GTLs

Formative Reviews

November	March	July
Some Progress	Some Progress	

Goal 3 90% of students will meet growth goal on STAAR by EOY.

Performance Objective 1 ☑ High Priority

* By MOY: 50% of students on track.
* By EOY: 90% meet individual growth goals.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

1. Student grouping by growth band; targeted instruction during WIN or intervention time.

Staff Responsible for Monitoring: Teacher

Formative Reviews

Some Progress	Moderate Progress	
November	**March**	**July**

Strategy 2

2. Progress monitoring cycles (every 3 weeks for Tier 2 & 3).

Staff Responsible for Monitoring: instructional coach and teacher

Formative Reviews

Some Progress	Moderate Progress	
November	**March**	**July**

Strategy 3

3. Visible tracking of growth goals in classrooms with regular student data talks.

Staff Responsible for Monitoring: Teacher

Formative Reviews

Some Progress	Moderate Progress

November	March	July

Goal 4 Dibels data will grow within K-2 students by at least 30% each grade level.

Performance Objective 1

* By MOY: +15% growth.
* By EOY: +30% growth.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

1. Structured literacy blocks with systematic phonics routines.

Staff Responsible for Monitoring: Teachers

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

2. Bi-weekly progress monitoring; groups adjusted monthly.

Staff Responsible for Monitoring: DI coach

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 3

3. Ongoing PD on Science of Reading practices and fidelity checks by leadership team.

Formative Reviews

November	March	July
Some Progress	Some Progress	

Goal 5 Academy students will experience a sense of belonging and joy throughout the school year.

Performance Objective 1

* By MOY: 80% positive student survey results around belonging.
* By EOY: 95% positive student survey results.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

1. Monthly student-led events focused on building joy and school pride.

Staff Responsible for Monitoring: SSA

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Strategy 2

2. Daily SEL routines (greetings, circles, positive phone calls home).

Staff Responsible for Monitoring: Teachers

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 3

3. Recognition system celebrating student achievement, character, and growth.

Staff Responsible for Monitoring: GTL and LT

Formative Reviews

Some Progress	Moderate Progress	

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
CAROLINA A GOMEZ	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1

IDEA Public Schools

Health Professions College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:11 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Goals 4

Goal 1 : Student approaches data will increase by 30% across the board with a focus on ... 5

Goal 2 : Teacher GET ratings in 1a/1b will end with 100% proficiency by end of first seme... 6

Goal 3 : 90% of students will meet growth goal on STAAR by EOY. 7

Goal 4 : High school students will have a 30% increase in TSI for Sophomores, 40% incre... 9

Goal 5 : Student behaviors will be tracked and monitored through PBIS daily. 11

Title I Summary 13

Title I Personnel 14

Goals

Goal 1 Student approaches data will increase by 30% across the board with a focus on 7G, 9G, and 10G.

Performance Objective 1

* By MOY: +15% Approaches increase.
* By EOY: +30% Approaches increase.

Evaluation Data Source: STAAR

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

1. Daily small-group instruction for below-Approaches students in 7G, 9G, 10G.

Staff Responsible for Monitoring: Teacher and instructional coach

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

2. Weekly planning meetings focused on scaffolding and supports for Approaches-tier students.

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 3

3. Tutoring/Saturday academies targeting 7G, 9G, 10G students most at risk.

Formative Reviews

November	March	July
Some Progress	Some Progress	

Goal 2 Teacher GET ratings in 1a/1b will end with 100% proficiency by end of first semester.

Performance Objective 1 ☑ High Priority

* By Q1: 75% proficiency.
* By Semester 1: 100% proficiency.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

1. Weekly coaching with action steps on objectives and aligned tasks.

Staff Responsible for Monitoring: APIs and instructional coaches

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

2. Internalization protocols weekly in PLCs, reviewing TEKS and exemplars.

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 3

3. Monthly PD: "SEE IT. NAME IT. DO IT." cycles on aligned planning and execution.

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Goal 3 90% of students will meet growth goal on STAAR by EOY.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

* By MOY: 60% of students on track.
* By EOY: 90% meet growth goals.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

1. Bi-weekly data analysis with individualized intervention plans.

Staff Responsible for Monitoring: Teachers and managers

Formative Reviews

Some Progress	Moderate Progress	
November	**March**	**July**

Strategy 2

2. Personalized growth trackers used in 1:1 student conferences every quarter.

Staff Responsible for Monitoring: Teachers

Formative Reviews

Some Progress	Moderate Progress	
November	**March**	**July**

Strategy 3

3. Visual "War Room" data board in leadership space, reviewed weekly by LT.

Staff Responsible for Monitoring: API

Formative Reviews

Some Progress	Moderate Progress	

November	March	July

Goal 4

High school students will have a 30% increase in TSI for Sophomores, 40% increase in TSI for Juniors, and 60% increase in TSI for Seniors.

Performance Objective 1

☑ **High Priority**

* By MOY:
o Sophomores: +15%
o Juniors: +20%
o Seniors: +30%
* By EOY: 30%, 40%, 60% respectively.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

1. TSI Bootcamps offered quarterly, prioritized by grade level need.

Staff Responsible for Monitoring: College team, teachers, and LT

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

2. Incorporate TSI practice into English/Math classrooms 2x per month.

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 3

3. Individual TSI plans with goal-setting for students; tracked and shared with families.

Formative Reviews

November	March	July
Some Progress	Some Progress	

Goal 5 Student behaviors will be tracked and monitored through PBIS daily.

Performance Objective 1

* By MOY: 80% of students tracked daily with at least 2:1 ratio of positive to corrective feedback.
* By EOY: 95% fidelity in daily tracking and response interventions.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

1. Daily community circles to reinforce expectations and classroom culture.

Staff Responsible for Monitoring: SSA & Teachers

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

2. Schoolwide incentive system; students recognized weekly for positive contributions.

Staff Responsible for Monitoring: SSA , Admin, API

Formative Reviews

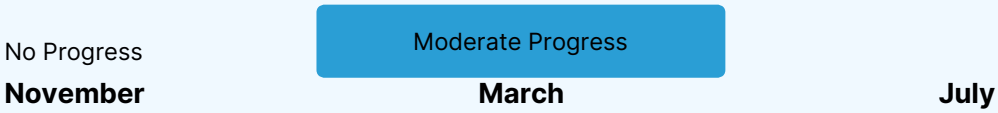
November	March	July
Some Progress	Some Progress	

Strategy 3

3. Weekly review of PBIS data by leadership with targeted support plans for high-needs students.

Staff Responsible for Monitoring: SSA, APIs, Teachers

Formative Reviews



Title I Summary

Title I Personnel

Name	Position	Program	FTE
GENAYA MONIQUE PRESTON	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Hidden Meadow Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:41 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 18

Support Systems and Other Data 18

Goals 19

Goal 1 : Hidden Meadow Academy will increase overall achievement for math and scienc... 20

Goal 2 : Hidden Meadow Academy will increase scholar persistence rate. 24

Goal 3 : Hidden Meadow Academy will increase ADA 28

Goal 4 : Hidden Meadow Academy will increase scholar enrollment. 30

Goal 5 : Hidden Meadow Academy will improve reading fluency and comprehension in pri... 32

Goal 6 : IDEA Hidden Meadow will increase staff retention 34

Title I Summary 35

Title I Personnel 36

Funding Summary 37

SCE Accelerated Instruction (PIC 24) 38

IDEA-B (4130) 38

State SPED (PIC 23) 38

State BESL (PIC 25) 38

Title I Parent Reservation (4120-PAR) 39

Comprehensive Needs Assessment

Demographics

Summary

IDEA Hidden Meadow Academy is a Title 1 campus that offers quality educational programs to students in grades Kinder through 5th grade. IDEA Hidden Meadow Academy is part of one of the fastest growing charter school networks in San Antonio. Currently, IDEA Hidden Meadow Academy has a rolling enrollment in the district with 540 students.

The school's demographic includes 72% Hispanic, 13% White, 11% African American, 70% economically disadvantaged, 8% with disabilities, and 12% English Language Learners.

Strengths

Strengths of our demographics include:

- IDEA offers a competitive salary for teachers with experience.
- IDEA is achieving its mission of college for all in serving a majority of economically disadvantaged students.
- IDEA HMA AC has 93.62% teacher retention.
- IDEA HMA AC offered social emotional learning classes 95.24% of the school year.
- IDEA HM is above our persistence growth goal of 77% by 10.31%, currently standing at 87.31% with students returning into the 25-26 school year.
- IDEA HMA AC is in the top ten schools for 3-5th STAAR ELA data out of 62 schools in the district.
- IDEA HMA AC second grade class had 70% of scholars make growth in their ELA progress monitoring tool.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The campus is below the attendance growth goal by 0.16%, with an attendance rate of 93.94% and 13.17% of students identified as chronically absent.	The campus lacks a systematic approach to hold families accountable for excessive absences and has not consistently marketed or provided incentives to encourage attendance, contributing to the high rate of chronic absenteeism.
2 ★	The campus has experienced 128 student withdrawals this school year, impacting overall enrollment and a decline in overall academic performance.	While supportive learning environments and engaging extracurricular programs are available, factors such as family relocations and lack of choice during the school day.

★ = Priority

Student Learning

Summary

This year, student learning outcomes at HMA show significant growth and highlight areas for continued focus. At the end of the school year, our kindergarten class was reading below grade level, with first grade achieving 58% of students reading on grade level and second grade at 74%. In math, over 90% of students in all grades passed their end-of-year final exams, reflecting strong math instruction and support systems. Conversely, ELA performance in grades 3–5 has shown exceptional results. In third grade, 77% of students reached “Approaches,” 48% reached “Meets,” and 21% achieved “Masters” levels, placing 7th regionally and 10th in the district. Fourth grade had 84% of students at “Approaches,” 59% at “Meets,” and 27% at “Masters,” securing 4th place regionally and 10th district-wide. Fifth grade saw the highest results, with 87% of students at “Approaches,” 73% at “Meets,” and 48% at “Masters,” ranking 2nd regionally and 3rd in the district. These strong ELA outcomes across upper elementary grades highlight effective instructional practices and a consistent focus on literacy achievement. Third through fifth-grade math is an area of focus for next school year. In third grade, 73% of students met the “Approaches” standard, 48% met “Meets,” and 16% reached “Masters,” ranking 1st regionally and 5th in the district. Fourth grade had 68% of students at “Approaches,” 38% at “Meets,” and 11% at “Masters,” placing 4th regionally and 13th in the district. Fifth grade math saw 79% of students at “Approaches,” 40% at “Meets,” and 9% at “Masters,” ranking 4th regionally and 14th in the district. While math instruction has shown some strengths, these results suggest an opportunity to prioritize differentiated support and targeted interventions to elevate student outcomes in math across upper elementary grades.

See PDF in addendum for more information.

Strengths

The data highlights that, across third through fifth grades, students demonstrated strong performance in several key areas, despite needing additional support in math. Our ELA data reveals that students are consistently achieving at or above grade level, especially in fifth grade, where 87% of students reached the “Approaches” standard, 73% met “Meets,” and 48% reached “Masters,” placing them among the top three campuses in the district. Additionally, third-grade ELA performance was competitive regionally, with students ranking 7th out of 15 campuses and 10th district-wide.

In math, our third-grade students achieved the highest regional ranking, placing first out of 15 schools, demonstrating a strong foundational math program in early grades. Despite slight declines in fourth and fifth-grade math performance, third-grade students’ results set a solid foundation for future success. Our regional and district placements across both subjects highlight a campus that is competitive and consistently performing above average in a diverse educational landscape.

These results reveal several demographic strengths:

- A strong early literacy foundation, especially in third-grade ELA, preparing students for academic success in upper grades.
- High levels of student achievement in fifth-grade ELA, signaling effective literacy instruction and interventions.
- Consistent growth in math performance across grade levels, with third-grade math placing first regionally and remaining competitive district-wide.
- A student body that is making growth in every subject area from last year to this year and outperforming many schools within the district and region.
- The ability to leverage diverse instructional strategies to support learning for all students, regardless of background or starting point.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Our fifth-grade students' science STAAR performance is below expectations, with only 63% of students reaching the "Approaches Grade Level" standard and 23% achieving "Meets Grade Level" performance.	This underachievement is due to a lack of hands-on experiences that help scholars process the information and instructional adjustments that are responsive to the data.
2 ★	Only 68% of our fourth-grade students met the "Approaches Grade Level" standard in math, and just 38% met the "Meets Grade Level" standard on the STAAR exam.	Despite access to aligned math curriculum and resources, students struggle with fluency of foundational math skills and application and need more targeted interventions aligned with fluency skills.

★ = Priority

School Processes & Programs

Summary

- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.

Strengths

At IDEA Hidden Meadow Academy, we develop instructional leaders through coaching and professional development aligned with our district's School Leadership Levers (SLLs). Instructional leaders participate in a week-long summer training that follows a "See it, Name it, Do it" format, ensuring they can effectively diagnose classrooms, provide teachers with targeted feedback and real-time coaching, and set up follow-up meetings to support teachers in reaching mastery. This professional development is tailored to each instructional leader's proficiency level and includes regular coaching check-ins with the principal, who joins these coaching sessions to provide feedback, serve as a thought partner, and support leaders' growth. In addition to weekly leadership team meetings focused on problem-solving and innovation, we implemented a daily exit ticket chat where teachers entered data and identified next steps to improve scores the following day. We checked lesson internalizations weekly, providing thorough feedback, celebrated teachers' achievements weekly, and organized monthly student events to bring joy to our school community.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	There is limited teacher input on school-wide decisions, such as events and incentives for scholars and teachers leading to low investment from all stakeholders.	We have not prioritized dedicated time for teachers to provide input and share their ideas.
2	The school lacks a clear system to share technology resources, resulting in teachers being unable to consistently execute quality lessons and limiting students' practice opportunities.	We did not plan adequately for multiple, simultaneous needs for computers across different subjects.
3 ★	Behavior documentation is inconsistent, with gaps in recording and follow-through, leading to unclear data and trends on student behavior incidents.	Too many stakeholders issued code of conduct violations without returning the documentation to a central location, creating inconsistencies in behavior tracking.
4 ★	Teachers have not been trained on consistent, high-leverage teaching strategies that increase rigor and promote classroom discussion.	Professional development was not prioritized as the school focused on addressing other staff and culture-related issues.

★ = Priority

Perceptions

Summary

We survey families and scholars each year to gather feedback on our campus. When scholars are in need of it, IDEA Hidden Meadow utilizes peer mediation, parent meetings, and behavior contract meetings to reach agreements on how scholars are expected to interact with each other. The perception of staff's academic expectations is that we have high academic and behavior expectations for scholars and there are initial struggles during the year because many of our scholars join our school already significantly behind grade level.

Strengths

We increased student incentives by celebrating academic growth every two weeks during the second semester and recognizing positive behavior across the entire school year with monthly celebrations. To promote classroom visibility and showcase student learning, we posted a “peek into the classroom” feature on social media each week, providing families and the broader community with regular updates on classroom activities. We also added more traditional school events to the year-long calendar, which parents appreciated and actively participated in, strengthening the sense of school community. Additionally, we expanded extracurricular opportunities by introducing three new clubs throughout the year, offering students more ways to engage and explore their interests beyond the classroom. To build joy and collaboration among staff, we introduced teacher competitions and games, creating fun and memorable moments. We also offered differentiated professional development for teachers to meet their individual growth needs. Families were appreciative of our safety policies, and teachers were fully onboard and in agreement with accountability to these systems, further reinforcing a culture of high expectations and support.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	The campus has a limited number of parent engagement events during the school day, reducing opportunities for families to be actively involved in the school community.	The leadership team is cautious about safety concerns, including checking in families and managing parking traffic flow, which has limited the number of planned events.
2 ★	The campus has not fully implemented the PBIS app consistently, resulting in a lack of normed goals, consistent awarding of points by teachers, and regular incentives for students.	The PBIS app was new to teachers, who were still getting accustomed to using it effectively, and leaders were experimenting to identify what worked to motivate students.
3	We did not have dedicated time for teachers to connect and communicate with families, resulting in gaps in communication during emergency situations and in addressing problems that escalated over time.	We prioritized other professional development initiatives during the teacher planning time, leaving insufficient time for teachers to proactively communicate with families.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The campus is below the attendance growth goal by 0.16%, with an attendance rate of 93.94% and 13.17% of students identified as chronically absent.	The campus lacks a systematic approach to hold families accountable for excessive absences and has not consistently marketed or provided incentives to encourage attendance, contributing to the high rate of chronic absenteeism.
2 ★	The campus has experienced 128 student withdrawals this school year, impacting overall enrollment and a decline in overall academic performance.	While supportive learning environments and engaging extracurricular programs are available, factors such as family relocations and lack of choice during the school day.
3 ★	Our fifth-grade students' science STAAR performance is below expectations, with only 63% of students reaching the "Approaches Grade Level" standard and 23% achieving "Meets Grade Level" performance.	This underachievement is due to a lack of hands-on experiences that help scholars process the information and instructional adjustments that are responsive to the data.
4 ★	Only 68% of our fourth-grade students met the "Approaches Grade Level" standard in math, and just 38% met the "Meets Grade Level" standard on the STAAR exam.	Despite access to aligned math curriculum and resources, students struggle with fluency of foundational math skills and application and need more targeted interventions aligned with fluency skills.
5 ★	Teachers have not been trained on consistent, high-leverage teaching strategies that increase rigor and promote classroom discussion.	Professional development was not prioritized as the school focused on addressing other staff and culture-related issues.
6 ★	Behavior documentation is inconsistent, with gaps in recording and follow-through, leading to unclear data and trends on student behavior incidents.	Too many stakeholders issued code of conduct violations without returning the documentation to a central location, creating inconsistencies in behavior tracking.

7 ★	The campus has not fully implemented the PBIS app consistently, resulting in a lack of normed goals, consistent awarding of points by teachers, and regular incentives for students.	The PBIS app was new to teachers, who were still getting accustomed to using it effectively, and leaders were experimenting to identify what worked to motivate students.
8 ★	The campus has a limited number of parent engagement events during the school day, reducing opportunities for families to be actively involved in the school community.	The leadership team is cautious about safety concerns, including checking in families and managing parking traffic flow, which has limited the number of planned events.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Local benchmark or common assessments data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**

Goals

Goal 1 Hidden Meadow Academy will increase overall achievement for math and science in 3-5th grade.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By the end of the 2025-2026 school year, third and fifth grade math will increase their achievement average by at least 3 points as measured by STAAR data.

Evaluation Data Source: End of module assessments, mock exams, exit tickets

Strategy 1

Implement a daily academic block focused on reteaching priority skills through small group instruction and guided discourse.

Strategy's Expected Result/Impact: This will increase the overall meets and masters %.

Staff Responsible for Monitoring: Principal, assistant principal, content leaders, teachers

Problem Statements: Student Learning 2 - School Processes & Programs 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Only 68% of our fourth-grade students met the "Approaches Grade Level" standard in math, and just 38% met the "Meets Grade Level" standard on the STAAR exam.	Despite access to aligned math curriculum and resources, students struggle with fluency of foundational math skills and application and need more targeted interventions aligned with fluency skills.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Teachers have not been trained on consistent, high-leverage teaching strategies that increase rigor and promote classroom discussion.	Professional development was not prioritized as the school focused on addressing other staff and culture-related issues.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By the end of the 2025-2026 school year, fourth grade math will increase its achievement average from 39 to 45 as measured by STAAR data,

Evaluation Data Source: End of module exams, mock exams, exit tickets

Strategy 1

We will dedicate the second half of science class period to targeted fluency skill development, selecting skills based on data from end-of-module and mock exams to support success in their core math class.

Strategy's Expected Result/Impact: Improve approaches/meets/masters %.

Staff Responsible for Monitoring: Principal, assistant principal, content leaders, teachers.

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Only 68% of our fourth-grade students met the "Approaches Grade Level" standard in math, and just 38% met the "Meets Grade Level" standard on the STAAR exam.	Despite access to aligned math curriculum and resources, students struggle with fluency of foundational math skills and application and need more targeted interventions aligned with fluency skills.

Performance Objective 3 ☑ High Priority

By the end of the 2025-2026 school year, fifth grade science will increase its achievement average from 31 to 40 as measured by STAAR data.

Evaluation Data Source: End of module exams, mock exams, exit tickets

Strategy 1

We will incorporate structured journaling with annotations to reinforce key content and support achievement growth in fifth grade science.

Strategy's Expected Result/Impact: The students will improve their comprehension of vocabulary words and concepts.

Staff Responsible for Monitoring: Principal, assistant principal, science teacher

Problem Statements: Student Learning 1 - School Processes & Programs 4

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Strategy 2

We will integrate bi-weekly hands-on experiments that align with science standards to provide students with opportunities to apply concepts, make observations, and engage in inquiry-based learning.

Strategy's Expected Result/Impact: Increase approaches and meets %.

Staff Responsible for Monitoring: Principal, API, science teacher

Problem Statements: Student Learning 1 - School Processes & Programs 4

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Accomplished

November	March	July

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Our fifth-grade students' science STAAR performance is below expectations, with only 63% of students reaching the "Approaches Grade Level" standard and 23% achieving "Meets Grade Level" performance.	This underachievement is due to a lack of hands-on experiences that help scholars process the information and instructional adjustments that are responsive to the data.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Teachers have not been trained on consistent, high-leverage teaching strategies that increase rigor and promote classroom discussion.	Professional development was not prioritized as the school focused on addressing other staff and culture-related issues.

Goal 2 Hidden Meadow Academy will increase scholar persistence rate.

Performance Objective 1 ☑ High Priority

By the district-designated deadline, HMA will complete the Anti-Bullying and Safer, Smarter Schools curriculum and fully implement the Move This World social-emotional learning program to support a comprehensive violence prevention initiative.

Evaluation Data Source: National Survey of program verification, culture camp observations

Strategy 1

HMA will embed Move This World SEL lessons through daily 20-minute blocks in the instructional schedule, with school counselor providing report-outs and implementation accountability shared in the staff newsletter.

Strategy's Expected Result/Impact: Over 100% classroom participation, increased student persistence, fewer code of conduct violations and behavior threat assessments

Staff Responsible for Monitoring: school counselor

Problem Statements: Demographics 2 - School Processes & Programs 3 - Perceptions 2

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

✓ Accomplished

November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The campus has experienced 128 student withdrawals this school year, impacting overall enrollment and a decline in overall academic performance.	While supportive learning environments and engaging extracurricular programs are available, factors such as family relocations and lack of choice during the school day.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Behavior documentation is inconsistent, with gaps in recording and follow-through, leading to unclear data and trends on student behavior incidents.	Too many stakeholders issued code of conduct violations without returning the documentation to a central location, creating inconsistencies in behavior tracking.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	The campus has not fully implemented the PBIS app consistently, resulting in a lack of normed goals, consistent awarding of points by teachers, and regular incentives for students.	The PBIS app was new to teachers, who were still getting accustomed to using it effectively, and leaders were experimenting to identify what worked to motivate students.

Performance Objective 2

HMA will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and 3 Report Card Pick Up Nights

Evaluation Data Source: Meeting Log

Strategy 1

All Title I meetings will be scheduled in a shared calendar at the beginning of the year to ensure alignment and commitment to designated dates.

Strategy's Expected Result/Impact: Stay in compliance with all state deadlines, reduce student leavers due to communication or academic program

Staff Responsible for Monitoring: Principal, APO, School Counselor

Problem Statements: Demographics 2

Funding Sources: Title I Parent Reservation (4120-PAR), $2,469.12

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November | March | July

Strategy 2

We will host at least one on-site parent event during the school day every quarter to strengthen family engagement and ensure parents feel connected to their child's school experience.

Strategy's Expected Result/Impact: Decrease the number of student leavers.

Staff Responsible for Monitoring: Principal, School Counselor

Problem Statements: Demographics 2 - Perceptions 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Accomplished

November | March | July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The campus has experienced 128 student withdrawals this school year, impacting overall enrollment and a decline in overall academic performance.	While supportive learning environments and engaging extracurricular programs are available, factors such as family relocations and lack of choice during the school day.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	The campus has not fully implemented the PBIS app consistently, resulting in a lack of normed goals, consistent awarding of points by teachers, and regular incentives for students.	The PBIS app was new to teachers, who were still getting accustomed to using it effectively, and leaders were experimenting to identify what worked to motivate students.

Performance Objective 3 High Priority

HMA will receive a score of proficient or higher on the campus safety scorecard for the 2025-26 school year.

Evaluation Data Source: Daily door checks, regional school audit, state audit

Strategy 1

HMA staff will be trained on safety expectations by end of August 2025 and abide by drill deadlines through June 2026.

Strategy's Expected Result/Impact: HMA staff will know our security measures and be able to practice with the class and community, in the event of an emergency.

Staff Responsible for Monitoring: Principal, APO, FM

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Accomplished

November	March	July

Performance Objective 4 ☑ High Priority

Increase overall student persistence in kinder and 1st grade by 5%

Evaluation Data Source: Locus Dashboard and Persistence Benchmarks

Goal 3 Hidden Meadow Academy will increase ADA

Performance Objective 1 ☑ High Priority

HMA will reduce the rate of chronic absenteeism by at least 3 percentage points through targeted attendance interventions and increased family accountability.

Evaluation Data Source: Chronic absenteeism tracker, school ADA tracker, power BI attendance data

Strategy 1

Lead a tiered system of attendance rewards, including grade level and class-based incentives, with consistent promotion through morning announcements, lunch announcements, bulletin boards, and social media to build momentum and visibility.

Strategy's Expected Result/Impact: increase daily ADA

Staff Responsible for Monitoring: APO, SIS

Problem Statements: Demographics 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Considerable Progress			

Strategy 2

Hold regular attendance meetings with families of at-risk students on chronic absenteeism focus group to identify barriers, provide resources, and set goals with incentives.

Strategy's Expected Result/Impact: Less students in chronic absenteeism focus group

Staff Responsible for Monitoring: APO, SIS

Problem Statements: Demographics 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November | March | July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	The campus is below the attendance growth goal by 0.16%, with an attendance rate of 93.94% and 13.17% of students identified as chronically absent.	The campus lacks a systematic approach to hold families accountable for excessive absences and has not consistently marketed or provided incentives to encourage attendance, contributing to the high rate of chronic absenteeism.

Performance Objective 2

HMA will increase ADA in kinder and 1st grade by 5%.

Evaluation Data Source: Locus Dashboard

Strategy 1

Grades 3-5 will place IHT monitors at the start of the day (vs their elective period) in order to accumulate minutes on their watch throughout the entire day.

Strategy's Expected Result/Impact: Accumulate minutes for whole day vs only one period

Staff Responsible for Monitoring: Principal, PE coaches

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November | March | July

Goal 4 Hidden Meadow Academy will increase scholar enrollment.

Performance Objective 1 ☑ High Priority

HMA will increase scholar enrollment to 638 through targeted outreach, staff engagement, and community visibility.

Evaluation Data Source: Stream Power BI, Powerschool enrollment summary

Strategy 1

Involve teachers and administrators in recruitment efforts by utilizing their strengths (e.g., community projects, social media design, parent conversations at daycares) to engage with prospective families at events.

Strategy's Expected Result/Impact: Increase Kinder and 2nd Grade enrollment

Staff Responsible for Monitoring: APO, Enrollment Coordinator, Principal

Problem Statements: Demographics 2 - Perceptions 1

Title I: 2.5.1

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Set clear recruitment expectations for all staff with accountability measurements tied to participation in events, referrals, or outreach initiatives with weekly enrollment data posted in school newsletter.

Strategy's Expected Result/Impact: Increase overall school enrollment

Staff Responsible for Monitoring: APO, EC, Principal

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Accomplished

November March July

Strategy 3

Participate in local events, community fairs, and neighborhood outreach efforts to promote HMA and share enrollment opportunities.

Strategy's Expected Result/Impact: Increased school enrollment

Staff Responsible for Monitoring: Principal, APO, EC

Problem Statements: Demographics 2

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November March July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	The campus has experienced 128 student withdrawals this school year, impacting overall enrollment and a decline in overall academic performance.	While supportive learning environments and engaging extracurricular programs are available, factors such as family relocations and lack of choice during the school day.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The campus has a limited number of parent engagement events during the school day, reducing opportunities for families to be actively involved in the school community.	The leadership team is cautious about safety concerns, including checking in families and managing parking traffic flow, which has limited the number of planned events.

Goal 5 Hidden Meadow Academy will improve reading fluency and comprehension in primary grades.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

HMA will improve reading fluency and comprehension in primary grades K-3, as measured by end-of-year assessments and DIBLS progress monitoring, by implementing targeted instructional strategies and increasing teacher capacity.

Evaluation Data Source: end-of-year assessments and DIBLS progress monitoring

Strategy 1

Provide ongoing professional development on effective discourse routines, with a monthly focus on specific discussion habits to build oral language, comprehension, and critical thinking skills.

Strategy's Expected Result/Impact: Increase scores for reading mastery tests and major exams

Staff Responsible for Monitoring: API, teachers, ELA content leader

Problem Statements: Student Learning 1, 2 - School Processes & Programs 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Leverage intervention blocks to provide small-group instruction targeting decoding, fluency, and vocabulary development for students below grade level.

Strategy's Expected Result/Impact: Increase scores for reading mastery tests, reading check outs, growth in DIBIS scores and major exams

Staff Responsible for Monitoring: API, teacher, content leader

Problem Statements: Student Learning 1, 2 - School Processes & Programs 4

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

Accomplished

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Our fifth-grade students' science STAAR performance is below expectations, with only 63% of students reaching the "Approaches Grade Level" standard and 23% achieving "Meets Grade Level" performance.	This underachievement is due to a lack of hands-on experiences that help scholars process the information and instructional adjustments that are responsive to the data.
2	Only 68% of our fourth-grade students met the "Approaches Grade Level" standard in math, and just 38% met the "Meets Grade Level" standard on the STAAR exam.	Despite access to aligned math curriculum and resources, students struggle with fluency of foundational math skills and application and need more targeted interventions aligned with fluency skills.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	Teachers have not been trained on consistent, high-leverage teaching strategies that increase rigor and promote classroom discussion.	Professional development was not prioritized as the school focused on addressing other staff and culture-related issues.

Goal 6 IDEA Hidden Meadow will increase staff retention

Performance Objective 1 ☑ High Priority

IDEA HM will achieve 85% OPS retention.

Evaluation Data Source: Locus Dashboards

Performance Objective 2 ☑ High Priority

IDEA Hidden Meadow will achieve an 80% overall on AEES.

Evaluation Data Source: Locus Dashboards

Title I Summary

Title I Personnel

Name	Position	Program	FTE
CATALINA BANDA	COTEACHER	School-wide Program	1
CLARISSA Marie GUTIERREZ	TEACHER - INTERVENTIONIST	School-wide Program	1
GABRIELA BETHZABE JIMENEZ	COTEACHER	School-wide Program	1
IRMA GUADALUPE GARCIA ANDAVERDE	COTEACHER	School-wide Program	1
KRISTA LINN MARTINEZ	COTEACHER	School-wide Program	1
PATRICIA SALAS DE LEON	COTEACHER	School-wide Program	1
SARAH MERCADO FRANK	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$32,660.61
				+/- Difference	**$32,660.61**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,731.52
				+/- Difference	**$4,731.52**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,307.73
				+/- Difference	**$7,307.73**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,154.44
				+/- Difference	**$2,154.44**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1		--	$2,469.12
				Sub-Total	$2,469.12
				Budgeted Fund Source Amount	$2,234.36
				+/- Difference	**-$234.76**

IDEA Public Schools

Hidden Meadow College Prep

2025-2026 Campus Improvement Plan

Board Approval Date:
August 12, 2025

Public Presentation Date:
August 22, 2025

Generated by Plan4Learning.com
March 12, 2026 at 09:42 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 18

Support Systems and Other Data 18

Goals 20

Goal 1 : IDEA achieves an A Rating 21

Goal 2 : Increase student persistence 30

Goal 3 : Scholars remain on track for Matriculation to college. 37

Goal 4 : Increase staff retention 42

Goal 5 : Increase student daily attendance 48

Title I Summary 52

Title I Personnel 53

Funding Summary 54

SCE Accelerated Instruction (PIC 24) 55

IDEA-B (4130) 55

State SPED (PIC 23) 55

State BESL (PIC 25) 55

Title I Parent Reservation (4120-PAR) 56

Comprehensive Needs Assessment

Demographics

Summary

IDEA Hidden Meadow College Prep was founded in 2020, putting us into our fifth year. We will expand to service grades 6-11 in the 25-26 school year, although we will eventually scale to serve 6-12 in subsequent years. We are an open enrollment public charter school primarily servicing families on the far west side of San Antonio, Tx. We utilize special programs for Special Education, Section 504, and English Learners and have supplemented this with additional programming for athletics and afterschool programming for fine arts.

Strengths

IDEA is achieving it's mission of college-for-all in serving a majority of economically disadvantaged students. IDEA offers a competitive salary for teachers with experience.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	There is a need to increase student persistence for new to IDEA students because there was a significant decline this year.	1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.
2 ★	There is a need to better train our staff to support scholars in special education, including training for how to most effectively implement accommodations	1) Training for how to support the wide reach accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.

★ = Priority

Student Learning

Summary

IDEA Hidden Meadow College Prep

achieved a C-rating for school accountability in the 23-24 school year, but are on-track to receive a B rating for 24-25 according to preliminary STAAR Scores.

Preliminary 23-24 STAAR Scores

EOC	Results	AA
Algebra 1	73/31/13	39 (+13)
Biology	94/54/15	54(+8)
English 1	62/45/9	39(-14)
English 2	79/67/6	51
US History		

STAAR	Results	AA	District out of 62	Region out of 15
6th Reading	83/64/34	60(+14)	9	3
6th Math	76/39/20	45(+12)	12	4
7th Reading	82/67/43	64(+6)	3	1
7th Math	73/55/27	52(+17)	7	2
8th Reading	87/62/28	59 (+17)	29	9
8th US History	52/14/8	25(+3)	47	11

Overall: 78/49/19 49(+9)

Strengths

Strong use of data on a daily basis, examining end-of-class-period exit tickets multiple times per day. Active monitoring of student work with quick, bite-sized feedback. We saw an improvement in performance for both of our 7th Grade STAAR Tests, ELAR and Math.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Performance of scholars in special education has continued to be below benchmarks.	1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.
2 ★	Performance of scholars in English I EOC, Algebra I EOC, and 8th Social Studies was below where expected.	1) Adjustments to who was teaching the class were required which disrupted the learning in the space. 2) Instructional plans were not adjusted when scholars began to show struggles in learning.

★ = Priority

School Processes & Programs

Summary

IDEA Hidden Meadow College Prep develops instructional leaders through coaching and development. Instructional leaders attend a week-long summer training that is rooted in our district's professional development guide for school leaders, the School Leadership Leavers (SLLs). Through this training, instructional leaders take part in a See it, Name it, Do it format that ensures they are proficient in diagnosing classrooms, providing teachers with feedback and real-time coaching, and setup follow up meetings to coach teachers to mastery. Our Professional development is rooted in the SLLs and takes into account an instructional leaders proficiency level to determine which training they get and how they are coached during check-ins. The principal joins instructional leader coaching with teachers to provide feedback to instructional leaders, be a thought partner for both teachers and leaders, and provide coaching to the instructional leader as well.

Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings.	1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped.
2 ★	Teachers struggled to perform at their highest level possible	Teachers not receiving enough professional development through teaching sessions or from observation, feedback, and coaching.

★ = Priority

Perceptions

Summary

We survey families and scholars each year to gather feedback on our campus. When scholars are in need of it, IDEA Hidden Meadow utilizes peer mediation to reach agreements on how scholars are expected to interact with each other if a friendly resolution is not reached. The perception of staff's academic expectations is that we have high academic expectations for scholars and there are initial struggles during the year because many of our scholars join our school already significantly behind grade level.

Strengths

According to the AEE Staff survey, strength areas includes leadership valuing and responds to feedback from staff, treating staff fairly regardless of how they identify, and that staff feel they are able to do what they do best each day.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	The number of people unhappy with campus communications has increased this year.	1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases. 3. Messaging to staff was last minute.
2 ★	Inconsistencies with behaviors and how they were managed created hurdles for teachers and classrooms	Inconsistent coaching of culture across all classrooms. Behavior management system did not allow for solid tracking. Behavior management system was not clear enough to allow all teachers to respond similarly to behaviors

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Teachers struggled to perform at their highest level possible	Teachers not receiving enough professional development through teaching sessions or from observation, feedback, and coaching.
2	There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings.	1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped.
3	Inconsistencies with behaviors and how they were managed created hurdles for teachers and classrooms	Inconsistent coaching of culture across all classrooms. Behavior management system did not allow for solid tracking. Behavior management system was not clear enough to allow all teachers to respond similarly to behaviors
4	There is a need to better train our staff to support scholars in special education, including training for how to most effectively implement accommodations	1) Training for how to support the wide reach accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.
5	The number of people unhappy with campus communications has increased this year.	1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases. 3. Messaging to staff was last minute.
6	Performance of scholars in English I EOC, Algebra I EOC, and 8th Social Studies was below where expected.	1) Adjustments to who was teaching the class were required which disrupted the learning in the space. 2) Instructional plans were not adjusted when scholars began to show struggles in learning.

7 ★	Performance of scholars in special education has continued to be below benchmarks.	1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.
8 ★	There is a need to increase student persistence for new to IDEA students because there was a significant decline this year.	1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Accountability Distinction Designations**
- ☑ **Local Accountability Systems (LAS) data**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **STAAR released test questions**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

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**

- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Action research results**

Goals

Goal 1 IDEA achieves an A Rating

Performance Objective 1

82% of scholars taking STAAR/EOC Exams will meet or exceed their Growth Goal scores for the 25-26 school year.

Evaluation Data Source: internal assessments, STAAR

Strategy 1

Implement growth goal distribution at start of year, update scholar performance for the teacher-facing tracker and student-facing tracker after each unit exam.

Strategy's Expected Result/Impact: Increase percentage of scholars hitting growth goals.

Staff Responsible for Monitoring: teachers, instructional coaches

Problem Statements: Student Learning 1 - Perceptions 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Performance of scholars in special education has continued to be below benchmarks.	1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Inconsistencies with behaviors and how they were managed created hurdles for teachers and classrooms	Inconsistent coaching of culture across all classrooms. Behavior management system did not allow for solid tracking. Behavior management system was not clear enough to allow all teachers to respond similarly to behaviors

Performance Objective 2

60% of scholars in special education will achieve Meets or higher on their STAAR/EOC exams.

Strategy 1

Additional Beginning of Year and ongoing training of staff for how to support scholars in special education and how to best implement IEP accommodations.

Strategy's Expected Result/Impact: Improved TEKS mastery and performance on exams.

Staff Responsible for Monitoring: teachers, instructional coaches

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to increase student persistence for new to IDEA students because there was a significant decline this year.	1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.
2	There is a need to better train our staff to support scholars in special education, including training for how to most effectively implement accommodations	1) Training for how to support the wide reach accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Performance of scholars in special education has continued to be below benchmarks.	1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.
2	Performance of scholars in English I EOC, Algebra I EOC, and 8th Social Studies was below where expected.	1) Adjustments to who was teaching the class were required which disrupted the learning in the space. 2) Instructional plans were not adjusted when scholars began to show struggles in learning.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar	1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3)

	greetings.	Staff usage of positive narration and joy strategies dropped.
2	Teachers struggled to perform at their highest level possible	Teachers not receiving enough professional development through teaching sessions or from observation, feedback, and coaching.

Performance Objective 3

39% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1

Summit K-12 used throughout year to improve proficiency and prepare for TELPAS testing

Strategy's Expected Result/Impact: Testing readiness, improved language proficiency.

Staff Responsible for Monitoring: teachers, instructional coaches, EL coordinator.

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to increase student persistence for new to IDEA students because there was a significant decline this year.	1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Performance of scholars in English I EOC, Algebra I EOC, and 8th Social Studies was below where expected.	1) Adjustments to who was teaching the class were required which disrupted the learning in the space. 2) Instructional plans were not adjusted when scholars began to show struggles in learning.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings.	1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped.

Performance Objective 4

100% of identified scholars meet required minutes per House Bill 1416 (HB1416)

Evaluation Data Source: Powerschool

Strategy 1

Utilize a combination of during-the-school-day interventions, tutorials, Saturday Schools, and in-class supports to target scholar gaps for those previously not passing STAAR Exams.

Strategy's Expected Result/Impact: Improved assessment performance for scholars previously not passing STAAR Exams

Staff Responsible for Monitoring: teachers, instructional coaches

Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	There is a need to better train our staff to support scholars in special education, including training for how to most effectively implement accommodations	1) Training for how to support the wide reach accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Performance of scholars in special education has continued to be below benchmarks.	1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.
2	Performance of scholars in English I EOC, Algebra I EOC, and 8th Social Studies was below where expected.	1) Adjustments to who was teaching the class were required which disrupted the learning in the space. 2) Instructional plans were not adjusted when scholars began to show struggles in learning.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause

2	Teachers struggled to perform at their highest level possible	Teachers not receiving enough professional development through teaching sessions or from observation, feedback, and coaching.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The number of people unhappy with campus communications has increased this year.	1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases. 3. Messaging to staff was last minute.

Performance Objective 5 ☑ High Priority

English 1 , Alg 1, scores improve Achievement Average to a 50 and 8th USH improve Achievement Average to a 40 as measured by the STAAR testing.

Evaluation Data Source: Unit Exams, exit tickets, Semester Exams, Mock exams

Strategy 1

Tightened coaching cycle and lesson plan feedback

Strategy's Expected Result/Impact: Improved student achievement data for approaches, meets, and masters

Staff Responsible for Monitoring: Teachers, API, Principal

Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	There is a need to better train our staff to support scholars in special education, including training for how to most effectively implement accommodations	1) Training for how to support the wide reach accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Performance of scholars in special education has continued to be below benchmarks.	1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.
2	Performance of scholars in English I EOC, Algebra I EOC, and 8th Social Studies was below where expected.	1) Adjustments to who was teaching the class were required which disrupted the learning in the space. 2) Instructional plans were not adjusted when scholars began to show struggles in learning.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Teachers struggled to perform at their highest level possible	Teachers not receiving enough professional development through teaching sessions or from observation, feedback, and coaching.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Inconsistencies with behaviors and how they were managed created hurdles for teachers and classrooms	Inconsistent coaching of culture across all classrooms. Behavior management system did not allow for solid tracking. Behavior management system was not clear enough to allow all teachers to

respond similarly to behaviors

Goal 2 Increase student persistence

Performance Objective 1 ☑ High Priority

Hold monthly family engagement events include our required Title I events.

Evaluation Data Source: Family survey

Strategy 1

Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

Strategy's Expected Result/Impact: 90% Persistence

Staff Responsible for Monitoring: Teachers, Grade Team Leaders, Campus Administrators

Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1

Funding Sources: Title I Parent Reservation (4120-PAR), $986.06

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to increase student persistence for new to IDEA students because there was a significant decline this year.	1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings.	1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The number of people unhappy with campus communications has increased this year.	1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases. 3. Messaging to staff was last minute.

Performance Objective 2

100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1

Work programs into Beginning of Year Scholar Culture Camp

Strategy's Expected Result/Impact: Increased scholar persistence, decreased negative interactions for scholars.

Staff Responsible for Monitoring: Campus Lead Team Members

Problem Statements: Demographics 1 - School Processes & Programs 1

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to increase student persistence for new to IDEA students because there was a significant decline this year.	1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings.	1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped.

Performance Objective 3 ☑ High Priority

Conduct at least one scholar celebration event per month to celebrate scholar growth in academics and behavior.

Evaluation Data Source: Celebration Rubric

Strategy 1

Plan and execute at least one scholar celebration event per month and discuss in lead team tactical to ensure events are successful.

Strategy's Expected Result/Impact: Increased joy factor on campus and improvement of persistence.

Staff Responsible for Monitoring: Counselors and Lead Team

Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1, 2

Title I:

Formative Reviews

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to increase student persistence for new to IDEA students because there was a significant decline this year.	1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings.	1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The number of people unhappy with campus communications has increased this year.	1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases. 3. Messaging to staff was last minute.
2	Inconsistencies with behaviors and how they were managed created hurdles for teachers and classrooms	Inconsistent coaching of culture across all classrooms. Behavior management system did not allow for solid tracking. Behavior management system was not clear enough to allow all teachers to respond similarly to behaviors

Performance Objective 4

District benchmarks hit for Healthy Kids Here initiative.

Strategy 1

Ensure scholars on-track for physical activity minutes in PE spaces and Nurse benchmarks hit.

Strategy's Expected Result/Impact: Healthy scholars

Staff Responsible for Monitoring: PE teachers, Nurse, CNP Manager

Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1

Formative Reviews

November	March	July

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to increase student persistence for new to IDEA students because there was a significant decline this year.	1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings.	1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The number of people unhappy with campus communications has increased this year.	1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases. 3. Messaging to staff was last minute.

Performance Objective 5 ☑ High Priority

Increase overall persistence in every grade level by 10%

Evaluation Data Source: Locus dasboard and persistence benchmarks

Goal 3 Scholars remain on track for Matriculation to college.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

90% of Juniors pass TSI exams for both ELAR and Math, 60% of Sophomores pass TSI exams for both ELAR and Math, 30% of Freshman pass TSI exam for ELAR

Strategy 1

TSI Prep incorporated into regular classes and Road-to-and-through-College class with assessments each quarter.

Strategy's Expected Result/Impact: Scholars passing TSI exams for both ELAR and Math for all high school grade levels

Staff Responsible for Monitoring: College Counselor, Road-to-and-through-College Teacher, Lead Team

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Performance of scholars in special education has continued to be below benchmarks.	1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.
2	Performance of scholars in English I EOC, Algebra I EOC, and 8th Social Studies was below where expected.	1) Adjustments to who was teaching the class were required which disrupted the learning in the space. 2) Instructional plans were not adjusted when scholars began to show struggles in learning.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings.	1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped.

Performance Objective 2

Junior scholars achieve an average ACT score of 21.

Evaluation Data Source: Practice ACT, ACT

Strategy 1

ACT Prep incorporated into regular classes and Road-to-and-through-College class with assessments each quarter.

Strategy's Expected Result/Impact: Increased ACT scores

Staff Responsible for Monitoring: College Counselor, Road-to-and-College Teacher, Lead Team

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Performance of scholars in special education has continued to be below benchmarks.	1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.
2	Performance of scholars in English I EOC, Algebra I EOC, and 8th Social Studies was below where expected.	1) Adjustments to who was teaching the class were required which disrupted the learning in the space. 2) Instructional plans were not adjusted when scholars began to show struggles in learning.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings.	1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped.
2	Teachers struggled to perform at their highest level possible	Teachers not receiving enough professional development through teaching sessions or from observation, feedback, and coaching.

Performance Objective 3

96% of scholars remain On-Track-to-Graduate as measured by report card grades and attendance.

Evaluation Data Source: OTG reports, Attendance Reports

Strategy 1

Ensure proper training of OTG mechanisms at start of year and ongoing accountability of those systems to ensure OTG support and OTG data accuracy.

Strategy's Expected Result/Impact: Increase in scholars passing classes and remaining on-track to graduate

Staff Responsible for Monitoring: College Counselor, Grade Team Leaders, Lead Team

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to increase student persistence for new to IDEA students because there was a significant decline this year.	1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Performance of scholars in special education has continued to be below benchmarks.	1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.

2	Performance of scholars in English I EOC, Algebra I EOC, and 8th Social Studies was below where expected.	1) Adjustments to who was teaching the class were required which disrupted the learning in the space. 2) Instructional plans were not adjusted when scholars began to show struggles in learning.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings.	1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped.
2	Teachers struggled to perform at their highest level possible	Teachers not receiving enough professional development through teaching sessions or from observation, feedback, and coaching.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The number of people unhappy with campus communications has increased this year.	1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases. 3. Messaging to staff was last minute.

Goal 4 Increase staff retention

Performance Objective 1

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

Strategy 1

Managers provide feedback and professional development/coaching for each staff member through each SDC cycle with a focused training on the new Culture Plan, including the behavior management plan.

Strategy's Expected Result/Impact: Successful completion of staff development cycle, 85% staff retention

Staff Responsible for Monitoring: instructional coaches, principal

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to increase student persistence for new to IDEA students because there was a significant decline this year.	1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.

2	There is a need to better train our staff to support scholars in special education, including training for how to most effectively implement accommodations	1) Training for how to support the wide reach accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Performance of scholars in special education has continued to be below benchmarks.	1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.
2	Performance of scholars in English I EOC, Algebra I EOC, and 8th Social Studies was below where expected.	1) Adjustments to who was teaching the class were required which disrupted the learning in the space. 2) Instructional plans were not adjusted when scholars began to show struggles in learning.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings.	1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped.
2	Teachers struggled to perform at their highest level possible	Teachers not receiving enough professional development through teaching sessions or from observation, feedback, and coaching.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
	The number of people unhappy with campus communications has increased this year.	1. Messaging to families was vague and did not include key details families wanted to have.

1		2. Messaging to families was not timely in all cases. 3. Messaging to staff was last minute.
2	Inconsistencies with behaviors and how they were managed created hurdles for teachers and classrooms	Inconsistent coaching of culture across all classrooms. Behavior management system did not allow for solid tracking. Behavior management system was not clear enough to allow all teachers to respond similarly to behaviors

Performance Objective 2 ☑ High Priority

All teachers receive weekly observation and feedback, documented in Teachboost for the Fall Semester. All teachers receive bi-weekly observation and feedback, documented in Teachboost for the Spring Semester, with weekly for priority staff.

Evaluation Data Source: Teachboost reports

Strategy 1

Building time for coaching into core calendar of leaders and ensure SchoolStatus Boost usage for coaching.

Strategy's Expected Result/Impact: 85% Staff Retention

Staff Responsible for Monitoring: Managers, Principal

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause

1	There is a need to increase student persistence for new to IDEA students because there was a significant decline this year.	1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.
2	There is a need to better train our staff to support scholars in special education, including training for how to most effectively implement accommodations	1) Training for how to support the wide reach accommodations needed to support scholars did not effectively prepare teachers and leaders. 2) Inconsistent teacher retention in STAAR tested areas.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Performance of scholars in special education has continued to be below benchmarks.	1) Inconsistent teachers year over year in STAAR tested subjects 2) Training did not result in effective teaching practices for scholars in special education.
2	Performance of scholars in English I EOC, Algebra I EOC, and 8th Social Studies was below where expected.	1) Adjustments to who was teaching the class were required which disrupted the learning in the space. 2) Instructional plans were not adjusted when scholars began to show struggles in learning.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings.	1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped.
2	Teachers struggled to perform at their highest level possible	Teachers not receiving enough professional development through teaching sessions or from observation, feedback, and coaching.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Inconsistencies with behaviors and how they were managed created hurdles for teachers and classrooms	Inconsistent coaching of culture across all classrooms. Behavior management system did not allow for solid tracking. Behavior management system was not clear enough to allow all teachers to respond similarly to behaviors

Performance Objective 3

All staff receive specific positive praise, not including at check-ins, at least every 3 weeks.

Evaluation Data Source: Staff temp checks, staff feedback surveys

Strategy 1

Use the staff newsletter, morning announcements, Tuesday PD days, Check-ins, and Praise Parades to ensure staff are recognized and celebrated.

Strategy's Expected Result/Impact: Increased staff retention.

Staff Responsible for Monitoring: Lead Team, Principal.

Problem Statements: Demographics 1 - School Processes & Programs 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to increase student persistence for new to IDEA students because there was a significant decline this year.	1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings.	1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped.

Performance Objective 4 ☑ High Priority

IDEA HM will achieve 85% OPS retention.

Evaluation Data Source: Locus Dashboards and Staff Retention

Goal 5 Increase student daily attendance

Performance Objective 1

IDEA Hidden Meadow will achieve a 97% annual attendance rate for the school year

Strategy 1

Utilize ADA Matrix to communicate with families of scholars missing days of school.

Strategy's Expected Result/Impact: Decreased absence rate for scholars with high absences.

Staff Responsible for Monitoring: Assistant Principal of Operations, Principal

Problem Statements: Demographics 1 - Perceptions 1

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to increase student persistence for new to IDEA students because there was a significant decline this year.	1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The number of people unhappy with campus communications has increased this year.	1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases. 3. Messaging to staff was last minute.

Performance Objective 2

100% of students from 6th-9th grade meet their MVPA minutes goal. (TEC 11.253(d)(10))

Strategy 1

Daily use of monitors with strategic plans to get scholars moving daily, for extended periods of time.

Strategy's Expected Result/Impact: increased scholar happiness, excited for school

Staff Responsible for Monitoring: teachers, administrators

Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to increase student persistence for new to IDEA students because there was a significant decline this year.	1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings.	1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The number of people unhappy with campus communications has increased this year.	1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases. 3. Messaging to staff was last minute.

Performance Objective 3

Implement all required violence prevention programs and inventions by required deadlines.

Strategy 1

Incorporate all trainings into BOY PD and Culture Camp

Strategy's Expected Result/Impact: all programs being implemented in the first weeks of school

Staff Responsible for Monitoring: School Counselor, Lead Team

Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1

Formative Reviews

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to increase student persistence for new to IDEA students because there was a significant decline this year.	1) A lack of consistent follow through of the behavior management system and holding consistent. 2) A lack of consistent communication to families.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There was a decrease in scholars happiness and scholars wanting to come to school. This was evidenced by our low persistence numbers and scholar greetings.	1) Joy events held less frequently. 2) Lingering behavior issues in classrooms created some classroom environments that were disruptive or overly strict. 3) Staff usage of positive narration and joy strategies dropped.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The number of people unhappy with campus communications has increased this year.	1. Messaging to families was vague and did not include key details families wanted to have. 2. Messaging to families was not timely in all cases. 3. Messaging to staff was last minute.

Performance Objective 4 ☑ High Priority

IDEA HMCP will reduce the rate of chronic absenteeism by at least 3 percentage points through targeted attendance interventions and increased family accountability.

Evaluation Data Source: Locus Dashboard

Title I Summary

Title I Personnel

Name	Position	Program	FTE
BRITNEY ROGERS SHARP	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$18,584.13
				+/- Difference	**$18,584.13**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,960.47
				+/- Difference	**$4,960.47**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,661.33
				+/- Difference	**$7,661.33**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,466.26
				+/- Difference	**$2,466.26**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	$986.06
				Sub-Total	$986.06
				Budgeted Fund Source Amount	$1,271.37
				+/- Difference	**$285.31**

IDEA Public Schools



Horizon Vista Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:29 AM

Mission Statement

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

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 12

Priority Problem Statements 14

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 17

Employee Data 17

Parent/Community Data 18

Support Systems and Other Data 18

Goals 19

Goal 1 : IDEA Horizon Vista achieves an "A" Rating 20

Goal 2 : Horizon Vista Academy Increase Student Persistence 26

Goal 3 : Horizon Vista Academy will Increase student daily attendance 28

Goal 4 : Horizon Vista will increase Enrollment in Kinder 30

Goal 5 : Increase staff retention 32

Title I Summary 34

Title I Personnel 35

Funding Summary 36

SCE Accelerated Instruction (PIC 24) 37

IDEA-B (4130) 37

State SPED (PIC 23) 37

State BESL (PIC 25) 37

Title I Parent Reservation (4120-PAR) 38

Comprehensive Needs Assessment

Demographics

Summary

IDEA Horizon Vista Academy is a K-5 campus committed to preparing every student for college and lifelong success. Our mission centers on nurturing the whole child through rigorous academics, a joyful and structured learning environment, and strong core values. We are driven by the belief in "College for All" and strive to ensure each scholar meets or exceeds grade-level expectations in reading and math by the end of the year. Serving over 740 students—including a diverse population of emergent bilingual and special education scholars—we provide personalized instruction, critical thinking development, and comprehensive support services. At Horizon Vista, we foster a close-knit community grounded in equity, integrity, and excellence, where every student is empowered to thrive.

Strengths

Guided by the mission of **"College for All,"** we advocate for each child's success through **individualized support, equity, and integrity**. At IDEA Horizon Vista, we are not just preparing students for the next grade—we are shaping the **leaders of tomorrow**.

We proudly serve over **740 scholars**, including **337 emergent bilingual students (42.42%)** and **11.95% receiving special education services**.

IDEA offers a competitive salary for teachers with experience.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Language barriers persist due to insufficient bilingual support, making it difficult for English Language Learners and their families to fully engage with the school environment.	Limited availability of translated materials and strategies have created gaps in effectively supporting English Language Learners (ELLs) and their families.
2	Inconsistent discipline practices that do not align with student needs are affecting student trust and behavioral growth.	A lack of clearly defined, responsive, and developmentally appropriate behavior management systems--combined with insufficient staff training on trauma-informed practices and restorative approaches.

★ = Priority

Student Learning

Summary

During the 2024–2025 school year, IDEA Horizon Vista Academy demonstrated notable growth in student movement across performance bands on the STAAR assessment, particularly in Reading Language Arts (RLA) and Science. In both 4th and 5th grades, a majority of scholars either maintained or improved their performance levels—highlighting the effectiveness of small group instruction, aligned question stems, and data-driven planning.

Overall student achievement improved compared to the previous year. The campus's combined STAAR scores increased from **62/34/14 in 2023–2024** to **69/41/16 in 2024–2025**, with significant gains in the percentage of students meeting or mastering grade-level expectations in **RLA and 5th grade Science**. This growth reflects not only progress among struggling students but also sustained achievement among previously high-performing scholars.

Strengths

- **Growth in RLA and 5th Science:** Many 4th and 5th grade scholars demonstrated strong movement across performance bands, reflecting meaningful academic progress in core subjects.
- **Effective Small-Group Instruction:** Targeted instruction and timely adjustments based on formative assessments significantly boosted student outcomes.
- **Resilience Across Grades 3–5:** Scholars showed consistent growth across STAAR domains, even amid high academic and social-emotional needs.
- **Robust Progress Monitoring:** The continued use of internal systems—such as exit tickets, ET sorts, and vocabulary checks—supported real-time instructional decisions and student learning.
- **Emergent Bilingual Success:** Scholars identified as Emergent Bilinguals made measurable gains across performance bands, driven by intentional, language-integrated teaching strategies.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Despite targeted interventions for struggling students, overall, Math achievement in 3rd grade is 59/30/11.	Instructional practices that do not adequately support all learners.
2	Despite targeted interventions for struggling students, overall, Math achievement in 4th grade is 52/27/7	Teacher instructional practices did not adequately support all learners.

★ = Priority

School Processes & Programs

Summary

IDEA Horizon Vista Academy is committed to **teacher development** and **student achievement** through intentional leadership, instructional programs, and support systems. The school fosters a culture of excellence by aligning strong instructional practices with continuous professional growth and data-informed decision-making.

Teacher Leadership & Development

Horizon Vista provides multiple leadership opportunities, including **Grade Team Leader, Content Lead, and Course Leader roles**. Additionally, **Direct Instruction (DI) teachers** are trained as Level A, B, and C coaches, equipping them to mentor peers and drive instructional quality.

Professional development occurs **weekly** at both the campus and district levels, tailored to meet the evolving instructional needs of staff. Teachers participate in:

- **Instructional rounds**
- **Daily lesson rehearsals**
- **Weekly check-ins** with instructional coaches

These systems help teachers refine their practice, address challenges, and focus on student outcomes.

Teacher Evaluation

Teacher performance is regularly assessed through **IDEA's structured evaluation system**, which includes:

- Classroom observations
- Student achievement data
- Coaching feedback
- Professional growth goals

Evaluations are growth-oriented, aimed at supporting teachers at every career stage, and aligned to the **TEKS and STAAR** standards.

Core Instructional Programs

Horizon Vista's academic model features a suite of **high-quality, nationally rated curricula**, including:

- **Direct Instruction (DI):** Foundational literacy
- **Wit & Wisdom:** Complex texts and rich literary analysis
- **Eureka Math:** Conceptual understanding and problem-solving
- **Amplify Science:** Inquiry-based, hands-on science learning
- **Insights Social Studies:** Builds critical thinking through historical and cultural exploration

All scholars have **1:1 access to technology**, and adaptive platforms are used to personalize instruction in math and literacy. A comprehensive digital library supports independent reading and research.

Curriculum & Instruction

- Curriculum is rigorously aligned to **Texas Essential Knowledge and Skills (TEKS)** and **STAAR** standards.
- Regular curriculum evaluations ensure high-quality implementation.

- Instructional materials emphasize college readiness, starting in early grades.

College-Going Culture

IDEA's track record speaks for itself—**100% of IDEA graduates have been accepted into college for 25 consecutive years**, reflecting a system-wide dedication to **post-secondary success**.

Strengths

Teacher Development and Leadership Pipeline
IDEA Horizon Vista Academy offers extensive leadership opportunities—such as Grade Team Leaders, Content Leads, and DI coaching roles—and provides weekly, tailored professional development. These systems empower teachers to continuously improve instructional practice and grow as leaders within the school.

High-Quality, Aligned Instructional Programs
The academy implements nationally recognized, standards-aligned curricula across all core subjects, including Direct Instruction, Eureka Math, and Amplify Science. With 1:1 technology access and adaptive tools, instruction is personalized to meet student needs while maintaining a strong focus on TEKS and STAAR expectations.

IDEA Horizon Vista Academy is dedicated to teacher excellence and student achievement through a structured system of professional development, leadership opportunities, and evidence-based instructional programs. Weekly coaching, lesson rehearsals, and data-informed planning ensure teachers are supported in delivering rigorous instruction. The curriculum is TEKS- and STAAR-aligned and emphasizes early college readiness.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Inconsistencies remain in the depth, scalability, and integration of support across all student populations with specialized needs. This limits the overall impact of these initiatives.	Insufficient training for all staff in specialized instructional strategies (e.g., dyslexia, autism-specific supports, EL differentiation). Gaps in communication and collaboration among general education, special education, and intervention teams.
2	Limited Parent Involvement and Support: The school has not effectively invested in building strong partnerships with families, resulting in low levels of parent engagement and support in the academic journey.	Inconsistent and untimely communication with families Missed opportunities to celebrate scholar achievements and build positive connections with families

★ = Priority

Perceptions

Summary

A recent parent and student survey at IDEA Horizon Vista Academy reveals strong community pride and positive relationships. **82% of parents** report being proud to be IDEA parents, and **86% feel welcomed** by the school. However, **6% express difficulty in reaching their child's teacher**, highlighting an area for improved communication. From the student perspective, **74% feel their teachers genuinely care about them**, though only **46% report receiving homework daily**, which may indicate inconsistencies in academic expectations or workload. These insights point to overall school satisfaction while also identifying key areas for growth in family engagement and instructional consistency.

Each year, IDEA Public Schools invites all staff members to participate in the **Great Places to Work Survey**, which measures employee satisfaction and organizational culture. The results consistently affirm that **IDEA remains a great place to work**, even in the foundational and demanding field of education. Staff members report finding **deep purpose and fulfillment** in their work, driven by their commitment to serving students, families, and communities with excellence.

Strengths

IDEA Horizon Vista Academy demonstrates a strong school culture and community connection, as reflected in the **82% of parents who feel proud to be part of the IDEA network** and the **86% who feel welcomed by the school**.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	There is a need to improve the understanding of stakeholder perceptions--particularly those of students, families, and staff--regarding various school projects, events, and initiatives.	Limited or unclear feedback mechanisms currently hinder the ability to make informed, responsive decisions that reflect the needs and experiences of the school community.
2	Rising 6th grade scholars are not being provided with sufficient opportunities to participate in sports, limiting their access to experiences that are essential for physical health, self-confidence, teamwork, and social-emotional development.	Lack of structured academy and middle school athletics programming and limited communication about available opportunities.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Language barriers persist due to insufficient bilingual support, making it difficult for English Language Learners and their families to fully engage with the school environment.	Limited availability of translated materials and strategies have created gaps in effectively supporting English Language Learners (ELLs) and their families.
2 ★	Despite targeted interventions for struggling students, overall, Math achievement in 3rd grade is 59/30/11.	Instructional practices that do not adequately support all learners.
3 ★	Inconsistencies remain in the depth, scalability, and integration of support across all student populations with specialized needs. This limits the overall impact of these initiatives.	Insufficient training for all staff in specialized instructional strategies (e.g., dyslexia, autism-specific supports, EL differentiation). Gaps in communication and collaboration among general education, special education, and intervention teams.
4 ★	There is a need to improve the understanding of stakeholder perceptions--particularly those of students, families, and staff--regarding various school projects, events, and initiatives.	Limited or unclear feedback mechanisms currently hinder the ability to make informed, responsive decisions that reflect the needs and experiences of the school community.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**

Student Data: Assessments

- ☑ **State and federally required assessment information**

Student Data: Student Groups

- ☑ **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- ☑ **Section 504 data**

Student Data: Behavior and Other Indicators

- ☑ **Attendance data**
- ☑ **Discipline records**
- ☑ **Student surveys and/or other feedback**

Employee Data

- ☑ **Professional learning communities (PLC) data**

- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**

Goals

Goal 1 IDEA Horizon Vista achieves an "A" Rating

Performance Objective 1 ☑ High Priority

Third-grade students performing at or above grade level in Math as measured by the Meets Grade Level Standard on STAAR will increase from 30% to 42% in Spring 2026.

Evaluation Data Source: STAAR 2026 Results, Mock exam results, and Semester Scores

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Strategy: Strengthen Tier 1 Instruction and Targeted Interventions Aligned to STAAR Rigor

The campus will improve third-grade math outcomes by strengthening Tier 1 instruction aligned to STAAR rigor, implementing targeted Tier 2 interventions based on data, and providing ongoing teacher coaching focused on conceptual understanding, problem-solving, and mathematical discourse.

Strategy's Expected Result/Impact: By Spring 2026, the percentage of third-grade students performing at or above Meets Grade Level on the STAAR Math assessment will increase from 30% to 42%

Staff Responsible for Monitoring: Teachers, API, Principal

Problem Statements: Student Learning 1

Funding Sources: SCE Accelerated Instruction (PIC 24), $15,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite targeted interventions for struggling students, overall, Math achievement in 3rd grade is 59/30/11.	Instructional practices that do not adequately support all learners.

Performance Objective 2 ☑ High Priority

Fourth-grade students performing at or above grade level in Math as measured by the Meets Grade Level Standard on STAAR will increase from 27% to 40% in Spring 2026.

Evaluation Data Source: STAAR 2026 Results, Mock exam results, and Semester Scores

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Strategy: Strengthen STAAR-Aligned Tier 1 Instruction and Targeted Math Interventions

The campus will increase fourth-grade math performance by ensuring rigorous Tier 1 instruction aligned to STAAR readiness standards, implementing targeted small-group interventions based on data, and providing ongoing coaching to strengthen problem solving, conceptual understanding, and mathematical reasoning.

Strategy's Expected Result/Impact: By Spring 2026, the percentage of fourth-grade students performing at or above Meets Grade Level on the STAAR Math assessment will increase from 27% to 40%

Staff Responsible for Monitoring: Teachers, API, Principal and Testing Coordinator

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

November	March	July
Considerable Progress		

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite targeted interventions for struggling students, overall, Math achievement in 3rd grade is 59/30/11.	Instructional practices that do not adequately support all learners.

Performance Objective 3

Fifth-grade students performing at or above grade level in Math as measured by the Meets Grade Level Standard on STAAR will increase from 29% to 40% in Spring 2026.

Evaluation Data Source: STAAR 2026 Results, Mock exam results, and Semester Scores

Strategy 1

Strategy: Strengthen STAAR-Aligned Tier 1 Math Instruction and Targeted Interventions Focused on Readiness Standards

The campus will increase fifth-grade math performance by delivering rigorous Tier 1 instruction aligned to STAAR readiness standards, implementing data-driven small-group interventions, and providing ongoing coaching to strengthen conceptual understanding, problem solving, and mathematical reasoning.

Strategy's Expected Result/Impact: By Spring 2026, the percentage of fifth-grade students performing at or above Meets Grade Level on the STAAR Math assessment will increase from 29% to 40%.

Staff Responsible for Monitoring: API, Principal and Teachers

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

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

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Despite targeted interventions for struggling students, overall, Math achievement in 3rd grade is 59/30/11.	Instructional practices that do not adequately support all learners.

Performance Objective 4

100% of identified scholars meet required minutes per House Bill 1416

Evaluation Data Source: HB4545 IB Dashboard at 100% by April 2026

Strategy 1

Strategy: Implement a Structured Monitoring and Accountability System to Ensure Compliance with HB 1416 Instructional Minute Requirements

The campus will ensure full compliance with House Bill 1416 by establishing a systematic process to identify eligible students, schedule required instructional minutes, monitor service delivery, and review documentation regularly to guarantee that all identified scholars receive mandated instructional support.

Strategy's Expected Result/Impact: By Spring 2026, 100% of identified scholars will receive the required instructional minutes as mandated by House Bill 1416.

Staff Responsible for Monitoring: Teachers, API, Principals

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 5

60% of SPED Students attain approaches in STAAR by June 2026

Evaluation Data Source: STAAR 2026, Mock, Semester test

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Results Driven Accountability

The campus will increase SPED student performance by strengthening Tier 1 instruction with accommodations and scaffolds, providing targeted interventions based on student data, and implementing continuous progress monitoring and teacher coaching focused on readiness standards assessed on STAAR.

Strategy's Expected Result/Impact: Bys Spring STAAR 60% of SPED Students attain approaches in STAAR by June 2026

Staff Responsible for Monitoring: Sped teachers, content teachers, API and Principal

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals, 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

Formative Reviews

November	March	July
Some Progress		

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistencies remain in the depth, scalability, and integration of support across all student populations with specialized needs. This limits the overall impact of these initiatives.	Insufficient training for all staff in specialized instructional strategies (e.g., dyslexia, autism-specific supports, EL differentiation). Gaps in communication and collaboration among general education, special education, and intervention teams.

Performance Objective 6

School achieves 90/60/30 in approaches/meets/master as measured by the STAAR testing in Reading in grades 3rd, 4th, and 5th.

Evaluation Data Source: Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately.

Strategy 1 **Targeted Support Strategy** **Additional Targeted Support Strategy** **Results Driven Accountability**

Strategy: Strengthen Literacy Instruction Through High-Quality Tier 1 Teaching, Targeted Interventions, and STAAR-Aligned Text Analysis

The campus will increase student performance in Reading by ensuring rigorous Tier 1 literacy instruction aligned to STAAR expectations, implementing targeted Tier 2 and Tier 3 interventions based on data, and providing ongoing coaching focused on comprehension, written responses, and text-based evidence across grades 3-5.

Strategy's Expected Result/Impact: By Spring 2026, grades 3rd, 4th, and 5th will achieve 90% Approaches Grade Level, 60% Meets Grade Level, and 30% Masters Grade Level on the STAAR Reading assessment.

Staff Responsible for Monitoring: Teachers, Principal, APIs

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

Moderate Progress

November	March	July

Goal 2 Horizon Vista Academy Increase Student Persistence

Performance Objective 1

Campus receives a score of proficient or higher on the campus safety scorecard for the 2025- 26 school year
.

Evaluation Data Source: Safety drills audits- Achieve proficient or higher on monthly checks

Strategy 1

Strategy: Strengthen Campus Safety Systems Through Proactive Monitoring, Training, and Continuous Improvement

The campus will ensure a safe and secure learning environment by implementing comprehensive safety protocols, conducting regular monitoring and drills, providing targeted staff training, and using data-driven reviews to maintain and improve safety practices aligned with district and state requirements

Strategy's Expected Result/Impact: By the end of the 2025-26 school year, the campus will achieve a Proficient or higher rating on the Campus Safety Scorecard.

Interim / Progress Monitoring Results

100% of staff will complete required safety training and refresher sessions on emergency procedures, crisis response, and behavior management.

All scheduled safety drills (fire, lockdown, evacuation) will be conducted with documented evaluations and corrective action applied within one week of drills.

Staff Responsible for Monitoring: APO, Facilities Manager, Local Police Department, RDO

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 2 ☑ High Priority

100% of schools 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))

Evaluation Data Source: High Parent survey rating and meet student persistence goal

Strategy 1

The campus will ensure compliance with Title 1 Family Engagement requirements by providing timely, clear, and multi-channel communication to families about school events, while actively promoting participation through reminders, supports, and follow-up to maximize family engagement.

Strategy's Expected Result/Impact: 100% of families will receive timely notifications (at least two weeks in advance) for each Title 1 event through newsletters, text messages, calls, or other communication channels.

Family attendance for each event will meet campus participation targets (e.g., 70% or higher, as determined by campus goals).

Staff Responsible for Monitoring: School counselors, APO, Principal and APIs

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 3

100% of schools will complete Move this World curriculum by deadline indicated on the district calendar.

Evaluation Data Source: Calendar tracker

Strategy 1

The campus will ensure full completion of the Move This World curriculum by establishing clear timelines, providing staff training and support, monitoring progress regularly, and holding staff accountable to meet district deadlines.

Strategy's Expected Result/Impact: By the district deadline, 100% of school will have completed the Move This World curriculum as documented in district and campus tracking systems.

Staff Responsible for Monitoring: Counselor, teachers, administrators

Formative Reviews

Moderate Progress

November **March** **July**

Goal 3 Horizon Vista Academy will Increase student daily attendance

Performance Objective 1 ☑ High Priority

Horizon Vista will achieve a 95.5% annual attendance rate for the 25-26 school year, increasing from 94.74

Evaluation Data Source: Daily ADA tracker

Strategy 1

The campus will increase the annual attendance rate by proactively monitoring student attendance, engaging families, providing targeted support to chronically absent students, and recognizing positive attendance behaviors to maintain consistent daily attendance across all grade levels.

Strategy's Expected Result/Impact: 100% of chronically absent or at-risk students will have individualized intervention plans implemented and monitored.

Families of students with attendance concerns will receive timely communication and support, with at least 90% engagement in follow-up conferences or check-ins.

Staff Responsible for Monitoring: APO, SIS, teachers, counselors, RDO and administrators

Problem Statements: Perceptions 1

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a need to improve the understanding of stakeholder perceptions--particularly those of students, families, and staff--regarding various school projects, events, and initiatives.	Limited or unclear feedback mechanisms currently hinder the ability to make informed, responsive decisions that reflect the needs and experiences of the school community.

Performance Objective 2

Decrease chronic absenteeism by 2% compared to 24/25 school year.

Evaluation Data Source: ADA matrix and parent communication

Strategy 1

The campus will reduce chronic absenteeism by monitoring attendance data in real time, engaging families of at-risk students, providing tiered interventions for students with attendance challenges, and promoting a positive school climate that encourages consistent daily attendance.

Strategy's Expected Result/Impact: Decrease chronic absenteeism by 2% compared to 24/25 school year.

Staff Responsible for Monitoring: APO, SIS, Teachers, Administrators

Formative Reviews

	November	March	July
Moderate Progress			

Goal 4 Horizon Vista will increase Enrollment in Kinder

Performance Objective 1 ☑ High Priority

Maintain Persistence to 90% in Kinder

Evaluation Data Source: School Counselor will meet with scholars on our mission list regularly

Strategy 1

The campus will retain Kindergarten students by creating a welcoming and supportive environment, engaging families throughout the year, providing early academic and social-emotional supports, and continuously monitoring student progress to address challenges proactively.

Strategy's Expected Result/Impact: Maintain Persistence to 90% in Kinder

Staff Responsible for Monitoring: Teachers, counselor, administrators and monitors

Problem Statements: Perceptions 1

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a need to improve the understanding of stakeholder perceptions--particularly those of students, families, and staff--regarding various school projects, events, and initiatives.	Limited or unclear feedback mechanisms currently hinder the ability to make informed, responsive decisions that reflect the needs and experiences of the school community.

Performance Objective 2

Provide Social emotional learning curriculum, Move this World.

Evaluation Data Source: Track the MTW lessons provided

Strategy 1

The campus will provide the Move This World curriculum by embedding SEL instruction into daily routines, providing teacher training, monitoring implementation fidelity, and engaging families to reinforce social-emotional skills at home and in the community.

Strategy's Expected Result/Impact: Maintain Persistence to 90% in Kinder

Staff Responsible for Monitoring: Counselor, teachers, administrators

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 3

Implementation of PBIS with fidelity and provide PBIS store for scholars who meet the required points.

Evaluation Data Source: PBIS tracking system

Strategy 1

The campus will implement PBIS with fidelity by clearly defining behavioral expectations, tracking student behavior consistently, providing ongoing staff training, and motivating students through a PBIS store where scholars earn rewards for meeting behavioral expectations.

Strategy's Expected Result/Impact: Horizon Vista will increase Enrollment in Kinder

Staff Responsible for Monitoring: Counselor, teachers, monitors, and administrators

Funding Sources: Incentives for students IDEA-B (4130), $500

Formative Reviews

Moderate Progress

November **March** **July**

Goal 5 Increase staff retention

Performance Objective 1

100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-26 school year.

Evaluation Data Source: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy 1

The campus will ensure full completion of the staff development cycle by providing clear expectations, training, and support, monitoring progress throughout the year, and holding staff accountable to meet deadlines for goal setting, 2x2 conferences, and annual performance reviews.

Strategy's Expected Result/Impact: Increase staff retention

Staff Responsible for Monitoring: All stakeholders

Formative Reviews



November **March** **July**

Performance Objective 2

90% of staff rate IDEA Great Place to Work

Evaluation Data Source: Work-life Campus Employee Survey feedback

Strategy 1

The campus will promote a positive work culture by actively engaging staff in decision-making, recognizing contributions, providing professional growth opportunities, and ensuring clear communication and support, resulting in high staff satisfaction and retention.

Strategy's Expected Result/Impact: Increase staff retention

Staff Responsible for Monitoring: All Stakeholders

Formative Reviews

November	March	July
Moderate Progress		

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ARACELY FIERRO	COTEACHER	School-wide Program	1
ARIADNE J HIDROGO	COTEACHER	School-wide Program	1
ARLENE LOPEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
CRYSTAL CELESTE GARCIA	COTEACHER	School-wide Program	1
EMILY ELENA SLAPE	TEACHER - INTERVENTIONIST	School-wide Program	1
GABRIELA I MEDINA	COTEACHER	School-wide Program	1
LESLIE ELIZABETH MOLINA	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$15,000.00
				Sub-Total	$15,000.00
				Budgeted Fund Source Amount	$46,816.18
				+/- Difference	**$31,816.18**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	3	1	Incentives for students	--	$500.00
				Sub-Total	$500.00
				Budgeted Fund Source Amount	$6,563.08
				+/- Difference	**$6,063.08**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,136.52
				+/- Difference	**$10,136.52**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,545.41
				+/- Difference	**$10,545.41**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,202.76
				+/- Difference	**$3,202.76**

IDEA Public Schools

Horizon Vista College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:29 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

- Needs Assessment Overview 5
- Demographics 7
- Student Learning 10
- School Processes & Programs 14
- Perceptions 16

Priority Problem Statements 18

Data Documentation for CNA 20

- Improvement Planning Data 21
- Accountability Data 21
- Student Data: Assessments 21
- Student Data: Student Groups 21
- Student Data: Behavior and Other Indicators 22
- Employee Data 22
- Parent/Community Data 22
- Support Systems and Other Data 22

Goals 23

- Goal 1 : All IDEA students matriculate to college 24
- Goal 2 : IDEA achieves an A Rating 28
- Goal 3 : Increase student persistence 33
- Goal 4 : Increase student daily attendance 36
- Goal 5 : Increase staff retention 39
- Goal 6 : Increase student enrollment (no required performance objectives/strategies) 41

Title I Summary 43

- Title I Personnel 44

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Needs Assessment Overview

Drawing on our ongoing analysis of survey data, program reviews, and leadership reflections, several key needs have emerged to strengthen Horizon Vista College Prep's effectiveness and culture:

1. **Lesson Internalization & Instructional Fidelity**
    - *Need:* A structured protocol and dedicated collaborative time for teachers to deeply internalize new lessons before delivery.
    - *Impact:* Inconsistent first-teach effectiveness leads to gaps in student understanding and slows mastery progress.
2. **Family & Community Engagement**
    - *Need:* Targeted strategies and a coordinated outreach plan to boost College Prep family participation—currently lagging behind our Academy programs—and to systematize partnerships.
    - *Impact:* Fragmented outreach limits awareness of campus events and underutilizes relationships with local stakeholders (e.g., Police Department, Mayor's Office, Fire Department, businesses).
3. **Communication Consistency**
    - *Need:* A unified communication protocol and clear ownership across platforms to ensure timely, coherent messaging to families and staff.
    - *Impact:* Messages are duplicated or delayed, causing confusion and dampening engagement.
4. **Joy & Positive Culture**
    - *Need:* Intentional practices and training for leaders to embed joy-building moments into routines and communications.
    - *Impact:* At times, administrative focus on operational tasks overshadows opportunities to uplift staff and students, affecting morale.
5. **Data-Driven Collaboration**
    - *Need:* Clear pathways for sharing best practices and performance insights across teams through the MTSS framework
    - *Impact:* While staff value real-time metrics, collaboration remains siloed, slowing the spread of successful strategies.
6. **Professional Development Alignment**
    - *Need:* Continued refinement of our year-long, individualized PD cycle to address emerging instructional and cultural priorities.
    - *Impact:* Evolving needs—such as lesson internalization and positive leadership—require PD that is even more tightly aligned to these gaps.
7. **Volunteer & Extracurricular Support**
    - *Need:* Sustainable systems to recognize and integrate volunteers into both celebrations and routine school supports.
    - *Impact:* Though volunteer involvement in school celebrations is strong, it remains ad hoc rather than embedded in ongoing program delivery.

By addressing these needs—through structured planning, clear protocols, and intentional capacity-building—we will reinforce our college going culture and ensure every scholar at Horizon Vista College Prep thrives on their path to college success.

Demographics

Summary

Below is a high-level demographics and programmatic profile for IDEA Horizon Vista College Prep (grades 6–10) in Horizon City, TX, drawing on the latest campus and state accountability data.

1. **School Overview**

- Founded: 2020
- Grades Served (’24–’25): 6–10 (expanding one grade per year to graduate its inaugural senior class in 2027)
- Current Enrollment: 401 students (grades 6–10)

2. **Student Demographics**

Group	% of Total Enrollment
Hispanic/Latino (White-Hispanic)	93 %
Black/African American	2 %
White	5 %
Asian; American-Indian; Pacific Islander; Multi	0 % each
Gender	
• Male	52 %
• Female	48 %
Special Populations	
• Economically Disadvantaged	80%
• Emergent Bilingual (ELL)	63 %
• Special Education (SPED)	15.4 %
• Migrant	0 %

3. **Attendance & Persistence**

- Average Daily Attendance (’24–’25): 94 %
- Overall Persistence (returning students) currently trending for the 24-25 school year: 80 %
- New-Student Persistence currently trending for the 24-25 school year: 76%

4. **Discipline**

Level 3 Offenses / Admin Withdrawals for the 24-25 school year: 0 %

5. **Advanced Coursework & Special Programs**

- Advanced Course Enrollment:
  - *Beginning in Grade 6, students are exposed to pre-AP curricula, with first AP offerings in Grade 9.*
- Special Programs:
  - SPED Services: 15.4 % of scholars receive special education support.
  - English Learner Services: 63 % in ELL programs, with daily Summitt ELD integrated into instruction.
  - At-Risk Interventions: HB 4545 accelerated-learning bundles, RTI supports, and restorative circles to bolster equity.

7. **Staff Profile & Ratios**

- Student-Teacher Ratio: 21 : 1
- Teacher Experience & Recruitment for 24-25
  - 17% of teachers are in their first year, 86 % have 1–5 years experience

- 82% teacher retention

Strengths

Based on the data, IDEA Horizon Vista College Prep's demographic strengths include:

- Strong Cultural Cohesion & Representation
  With a student body that is 93 % Hispanic/Latino, the campus has a clear cultural identity that can foster community, family engagement, and culturally responsive teaching.
- Balanced Gender Distribution
  Nearly even male (52 %) and female (48 %) enrollment supports gender-balanced programming and leadership opportunities.
- High Attendance
  An average daily attendance of 93 % signifies strong student engagement.
- Low Incidence of Severe Discipline
  Zero Level 3 (major) disciplinary removals signal a positive school climate, effective behavioral supports, and strong student-staff relationships.
- Early Exposure to Advanced Academics
  Pre-AP curricula beginning in Grade 6 and first AP offerings by Grade 9 set a precedent for raising academic aspirations from the earliest secondary grades.
- Favorable Student-Teacher Ratio
  A 21:1 ratio allows for manageable class sizes and meaningful teacher-student interaction, which is especially important as the school grows.

Together, these factors position Horizon Vista to leverage its cohesive cultural community, strong attendance and retention, and comprehensive academic and support services as it grows toward its first graduating class.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our special education inclusion scholars are not meeting state standards on their STAAR assessments.	Ineffective PD on SpEd instructional framework, data-driven intervention cycles, and co-teaching models
2 ★	IDEA Horizon Vista's overall persistence rate falls below network targets, and attrition is highest among students who are new to IDEA.	Ineffective onboarding and early-engagement systems-- targeted orientation for new students isn't delivered quickly enough to meet their immediate needs, reactive family outreach, and slow academic/SEL intervention

★ = Priority

Student Learning

Summary

In spring 2025, Horizon Vista students demonstrated particularly strong performance in Science and English proficiency but faced challenges in Math and Social Studies. Only 30 percent of students met or exceeded standards in Mathematics, with a third not yet reaching proficiency. In Social Studies, 23 percent met or exceeded expectations while 44 percent fell below. Science was a bright spot: 57 percent of students met or mastered the EOC, and just 11 percent did not meet the standard. Reading/ELA showed solid mastery, with 60 percent of students achieving Meets or Masters and 19 percent below expectations. English-language proficiency also excelled—84 percent of TELPAS Alternate test-takers scored Advanced or Advanced High, and 68 percent did so on the standard TELPAS Composite—highlighting clear strengths to build on even as we target growth in Math and Social Studies.

STAAR Summative Mathematics

Grades Tested: **6, 7, EOC**

Tests Taken: **278** Date Last Taken: **04/30/2025**



Percent	33%	37%	21%	9%
Count	92	102	59	25

STAAR Summative Social Studies

Grades Tested: **8**

Tests Taken: **87** Date Last Taken: **04/24/2025**



Percent	44%	33%	14%	9%
Count	38	29	12	8

STAAR Summative Science

Grades Tested: **EOC**

Tests Taken: **103** Date Last Taken: **04/22/2025**



Percent	11%	33%	43%	14%
Count	11	34	44	14

STAAR Summative Reading Language Arts

Grades Tested: **6, 7, 8, EOC**

Tests Taken: **391** Date Last Taken: **04/17/2025**



Percent	19%	22%	35%	25%
Count	74	85	136	96

TELPAS Alternate Composite

Grades Tested: **6, 7, 8, 9, 10**

Tests Taken: **12** Date Last Taken: **03/28/2025**



Percent	8%	8%	17%	67%
Count	1	1	2	8

TELPAS Composite

Grades Tested: **6, 7, 8, 9, 10**

Tests Taken: **179** Date Last Taken: **03/26/2025**



Percent	3%	30%	52%	16%
Count	5	53	93	28

Among our Special Education students, most are reaching the Approaches level, but very few are meeting or mastering grade-level standards:

- **Math**
  - *Algebra I*: 18 % Approaches; 0 % Meets or Masters
  - *7th Grade Math*: 43 % Approaches; 14 % Meets (0 % Masters)

- *6th Grade Math*: 50 % Approaches; 7 % Meets (0 % Masters)

- **Reading/ELA**
  - *6th Grade ELA*: 43 % Approaches; 7 % Meets (0 % Masters)
  - *7th Grade ELA*: 71 % Approaches; 14 % Meets (0 % Masters)
  - *8th Grade ELA*: 50 % Approaches; 16 % Meets (0 % Masters)
  - *English I*: 50 % Approaches; 25 % Meets (0 % Masters)
  - *English II*: 50 % Approaches; 33 % Meets (0 % Masters)

In every course, SpEd students cluster in the Approaches category, with proficiency (Meets + Masters) ranging from 0 % in Algebra I to a high of 33 % in English II. This suggests our focus should be on moving students from Approaches into Meets and beyond.

The following graphs display our 2024–25 scores alongside district averages. The illustration on the left shows our scores, and the illustration on the right shows the district's scores.
For Horizon Vista CP scores, green numbers indicate we outperformed the district, black numbers indicate we performed on par with the district, and red numbers indicate we fell below the district average.

Campus-Name IDEA HOR ON VISTA COLLEGE PREPARATORY

Test	% of Approaches	% of Meets	% of Masters	Raw Score w/ 80% EcoDis	% Score	Letter Grade
6th ELA	80%	56%	34%	0.564814815	91	A
6th Math	69%	31%	12%	0.37345679	70	C
7th ELA	85%	48%	19%	0.50617284	89	B
7th Math	66%	42%	11%	0.396226415	74	C
8th ELA	86%	64%	36%	0.620689655	92	A
8th Social Studies	56%	23%	9%	0.295019157	59	F
Alg 1	71%	27%	6%	0.346405229	67	D
Bio 1	92%	59%	14%	0.551020408	91	A
Eng 1	72%	58%	16%	0.486842105	86	B
Eng 2	90%	78%	10%	0.593220339	91	A
All	**78%**	**49%**	**17%**	0.478136201	85	B

	2024			2025		
Test	Approaches	Meets	Masters	Approaches	Meets	Masters
Alg 1	78%	37%	17%	75%	42%	22%
Bio	90%	54%	13%	90%	58%	16%
Eng 1	71%	58%	17%	67%	50%	13%
Eng 2	80%	66%	9%	72%	58%	7%
US Hist	97%	71%	35%	94%	65%	32%

	2024			2025		
Test	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd ELA	71%	47%	21%	70%	43%	17%
3rd Math	61%	29%	8%	59%	32%	11%
4th ELA	78%	48%	22%	76%	50%	23%
4th Math	59%	34%	11%	59%	35%	14%
5th ELA	77%	53%	28%	73%	54%	28%
5th Math	75%	43%	12%	68%	38%	15%
5th Science	63%	30%	11%	67%	31%	12%
6th ELA	72%	53%	23%	74%	52%	25%
6th Math	71%	38%	11%	71%	34%	12%
7th ELA	75%	55%	28%	74%	52%	26%
7th Math	63%	41%	13%	63%	41%	16%
8th ELA	83%	58%	29%	83%	61%	32%
8th Math	77%	64%	30%	55%	43%	16%
8th Science	68%	42%	17%	76%	53%	20%
8th Social St	60%	30%	14%	59%	28%	14%

As we continue to receive data, we will update this summary.

Strengths

Across all assessments, our clearest student strengths lie in Science and English proficiency:

- *Science EOC*: A standout 89 percent of students scored Approaches or higher (43 percent Meets, 14 percent Masters), with only 11 percent not meeting standards.
- *Reading/ELA*: Solid mastery with 60 percent of students earning Meets or Masters, and just 19 percent falling below.
- *English-Language Proficiency:* Exceptional results on TELPAS Alternate (84 percent Advanced/Advanced High) and strong performance on the standard TELPAS Composite (68 percent Advanced or above).
- *Special Education in ELA:* High Approaches rates—especially in 7th grade (71 percent) and consistent Advances into Meets in English I (25 percent) and English II (33 percent)—show that SpEd learners are gaining foundational skills in reading and language

These outcomes indicate that our instructional programs and interventions are most effective in science content and English-language development, providing a strong foundation to leverage as we strengthen mathematics and social-studies proficiency.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Only 30 % of students meet or master math (0 % of SpEd in Algebra I; 7-14 % in 6th-7th grade). Early instruction isn't sufficiently differentiated, and interventions start too late to drive full mastery.	We're not tailoring core math lessons to students' readiness levels early enough, and our interventions are reactive rather than proactive--so gaps widen before we step in, and students can't progress from Approaches to Meets or Masters.
2	With 18-71 % of SpEd students reaching Approaches but few at Meets/Masters, supports like co-teaching, scaffolds, and progress monitoring aren't consistently tailored or frequent enough to push deeper learning.	Our SpEd support systems lack a consistent, proactive structure--co-teaching schedules, scaffolded materials, and data-driven progress checks aren't regularly aligned or timely--so we miss the window to push students from Approaches into Meets and Masters.

★ = Priority

School Processes & Programs

Summary

At Horizon Vista College Prep we implement the mastery-based curriculum in math and reading that IDEA provides for us, using daily exit tickets, formative checks, common assessments, and reteach sessions—to drive each student toward Meets and Masters levels. We focus on lesson planning internalization so that our first teach is effective. Co-teaching in inclusion classrooms and targeted intervention blocks ensure that supports are tailored and timely.

Professional development combines network institutes with campus workshops and weekly bi-weekly grade team meetings, where teachers will use the MTSS framework to run their meetings. A year-long professional development cycle tailored to a teacher's needs keep our instructional practices effective.

Decision-making is data-driven and collaborative. Our Leadership Team—which includes grade-level leads, the SpEd leads meets weekly to review academics, culture metrics, and resource needs, allowing us to adjust staffing, materials, and schedules rapidly.

We maintain transparent communication through attendance and grade alerts, a weekly newsletter, and regular family town halls. Internally, SharePoint archives instructional resources, Teams channels enable fast cross-department collaboration and Remind facilitates communication with parents.

Our bell schedules balance instructional periods with dedicated academic blocks. Special education, ESL, and counseling services are woven into daily routines via push-in support and quarterly MTSS reviews. Counselors partner with community organizations to provide wraparound services, from mental-health referrals to food-pantry access.

Extracurricular and co-curricular programs include athletics, yearbook, drum corps, book clubs, Christian club, theater and guitar ensuring students are able to explore their creativity and athleticism.

Underlying all of these processes and programs is our culture pillar, PBIS. Student council elevates student voice in decision-making. Together, these aligned initiatives create a supportive, joy-filled environment that prepares every scholar for college success.

Strengths

At Horizon Vista College Prep, our mastery-based math and reading curriculum—delivered through daily exit tickets, formative checks, common assessments, and reteach sessions—ensures every student is continually pushed toward Meets and Masters performance. Co-teaching in inclusion classrooms and targeted intervention blocks guarantee supports are both timely and tailored.

Professional development blends district-wide institutes with campus workshops and bi-weekly grade-team meetings run through an MTSS framework. A year-long, individualized PD cycle keeps our instructional approaches fresh and effective.

Decision-making is collaborative and data-driven. Each week, our Leadership Team—including grade-level leads and the Special Education lead—reviews academic results, culture metrics, and resource needs, then rapidly adjusts staffing, materials, and schedules.

Our bell schedule weaves core instruction with dedicated academic blocks. Push-in support for Special Education, ESL, and counseling is monitored through quarterly MTSS reviews, and our counselors partner with community agencies for wraparound services—from mental-health referrals to food-pantry access.

Beyond academics, scholars explore their passions through athletics, yearbook, drum corps, book clubs, Christian club, theater, and guitar. Anchored by our PBIS culture pillar and guided by a student council that elevates scholar voice, these aligned processes and programs create a supportive, joy-filled environment that prepares every Horizon Vista scholar for college success.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Communication with families and stakeholders is fragmented and inconsistent--updates on attendance, grades, and campus initiatives are often delayed or duplicated, leading to confusion and reduced engagement.	The absence of a unified communication protocol and clear ownership across our multiple platforms (SharePoint, Teams, Remind, newsletters, town halls) means messages aren't scheduled or tracked centrally, so key information falls through the cracks.
2	Inconsistent lesson-internalization processes result in uneven first-teach effectiveness, causing gaps in student understanding and reduced mastery on initial instruction.	There is no structured protocol or dedicated collaborative planning time for teachers to deeply internalize and rehearse new lessons--nor systematic feedback loops--to ensure fidelity before deliver

★ = Priority

Perceptions

Summary

Across Horizon Vista College Prep, we rely on regular surveys to measure how effectively we “conduct business” and drive continuous improvement:

Parent surveys show strong satisfaction with instructional quality. However, event attendance data reveal that family participation is significantly higher in our Academy programs than in the College Prep campus—suggesting we need targeted strategies to engage College Prep families more deeply. Student surveys report that scholars feel both academically and socially supported, while also requesting more consistent updates on extracurricular offerings. Staff surveys highlight appreciation for our data-driven decision-making—using real-time achievement and engagement metrics to refine instruction and operations—yet point to a desire for clearer pathways to share best practices across teams.

Community partnerships have been built with the Horizon Police Department, the Mayor’s Office, the Fire Department, and several local businesses. Our volunteer data reflect sustained involvement in school celebrations.

Culture and climate indicators underscore our community’s commitment to PBIS: biannual surveys show increasingly positive feedback year over year. Staff retention has improved, surpassing the rates of the past two years, and our support systems and professional development offerings have continuously evolved to meet teacher needs and strengthen our school culture.

Our extracurricular landscape continues to expand: students can participate in athletics, yearbook, drum corps, theater, guitar, coding, art, photojournalism, community service initiatives, and student council—ensuring every scholar finds avenues to develop new skills, build relationships, and pursue passions beyond the classroom.

Finally, our communication platforms (newsletters, Remind, Teams) generate measurable open- and response-rates that confirm their central role in keeping families and staff informed, while also revealing opportunities to standardize messaging across grade levels. By triangulating these survey insights with engagement and retention data, Horizon Vista maintains a clear, actionable view of our organizational health—ensuring every refinement strengthens our mission of college for all.

Strengths

At Horizon Vista, our families tell us they see top-tier instruction in every math and reading lesson, and scholars appreciate the timely, tailored support from co-teaching, intervention blocks, and push-in services. Staff value our data-driven approach—using real-time metrics to guide instruction and resources—while community partners like the Police Department, Mayor’s Office, and local businesses applaud our collaborations. Students feel heard as we expand our extracurricular activities. Surveys show growing buy-in to PBIS.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Our community outreach efforts are fragmented and largely reactive, resulting in low awareness of campus events and underutilized partnerships with local organizations.	The absence of a coordinated outreach strategy--with no dedicated point person, clear objectives, or consistent calendar--means outreach activities are scheduled ad hoc and partnerships lack structured engagement, leading to gaps in awareness and collaboration.
2 ★	At times, our administrative practices and communications fall short of fostering joy and positivity, leaving staff and students feeling disengaged.	We lack intentional, structured practices and training for leaders to prioritize positivity--our focus on operational tasks over well-being means joy-building moments aren't planned or modeled, so uplifting communication happens inconsistently.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Our community outreach efforts are fragmented and largely reactive, resulting in low awareness of campus events and underutilized partnerships with local organizations.	The absence of a coordinated outreach strategy--with no dedicated point person, clear objectives, or consistent calendar--means outreach activities are scheduled ad hoc and partnerships lack structured engagement, leading to gaps in awareness and collaboration.
2 ★	Communication with families and stakeholders is fragmented and inconsistent--updates on attendance, grades, and campus initiatives are often delayed or duplicated, leading to confusion and reduced engagement.	The absence of a unified communication protocol and clear ownership across our multiple platforms (SharePoint, Teams, Remind, newsletters, town halls) means messages aren't scheduled or tracked centrally, so key information falls through the cracks.
3 ★	IDEA Horizon Vista's overall persistence rate falls below network targets, and attrition is highest among students who are new to IDEA.	Ineffective onboarding and early-engagement systems-- targeted orientation for new students isn't delivered quickly enough to meet their immediate needs, reactive family outreach, and slow academic/SEL intervention
4 ★	Our special education inclusion scholars are not meeting state standards on their STAAR assessments.	Ineffective PD on SpEd instructional framework, data-driven intervention cycles, and co-teaching models
5 ★	At times, our administrative practices and communications fall short of fostering joy and positivity, leaving staff and students feeling disengaged.	We lack intentional, structured practices and training for leaders to prioritize positivity--our focus on operational tasks over well-being means joy-building moments aren't planned or modeled, so uplifting communication happens inconsistently.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **SAT and/or ACT assessment data**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Professional development needs assessment data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

Goals

Goal 1 All IDEA students matriculate to college

Performance Objective 1 ☑ HB3 Goal

College Prep Average ACT score of 21 or better by high school graduation (HB3)

Strategy 1

Embed a Tiered ACT Prep Curriculum Across Grades 9-12

Strategy's Expected Result/Impact: 1. Steady skill growth over time
2. Improved test familiarity and reduced anxiety
3. Alignment between TEKS and ACT standards

Staff Responsible for Monitoring: College Counselor
RTTC teacher(s)
High School Core Content Teachers

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

Engage Families in "ACT Awareness" events

Strategy's Expected Result/Impact: 1. Stronger home-school partnership
2. Boost student motivation and accountability
3. Early barrier identification

Staff Responsible for Monitoring: College Counselor
RTTC Teacher

Problem Statements: School Processes & Programs 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Communication with families and stakeholders is fragmented and inconsistent--updates on attendance, grades, and campus initiatives are often delayed or duplicated, leading to confusion and reduced engagement.	The absence of a unified communication protocol and clear ownership across our multiple platforms (SharePoint, Teams, Remind, newsletters, town halls) means messages aren't scheduled or tracked centrally, so key information falls through the cracks.

Performance Objective 2

100% of graduates meet TSIA college readiness benchmark (HB3)

Strategy 1

Embed writing workshops and peer review into ELA courses

Strategy's Expected Result/Impact: Increased writing fluency and confidence

Staff Responsible for Monitoring: College Counselor
ELA Teachers

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

Engage Families in "TSI Awareness" events

Strategy's Expected Result/Impact: 1. Stronger home-school partnership
2. Boost student motivation and accountability
3. Early barrier identification

Staff Responsible for Monitoring: College Counselor
RTTC Teacher

Problem Statements: School Processes & Programs 1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Communication with families and stakeholders is fragmented and inconsistent--updates on attendance, grades, and campus initiatives are often delayed or duplicated, leading to confusion and reduced engagement.	The absence of a unified communication protocol and clear ownership across our multiple platforms (SharePoint, Teams, Remind, newsletters, town halls) means messages aren't scheduled or tracked centrally, so key information falls through the cracks.

Performance Objective 3 ☑ High Priority

Achieve and sustain a 96% on-track-to-graduate rate by ensuring timely academic progress monitoring, proactive intervention for at-risk students, and consistent communication between counselors, teachers, and families."

Evaluation Data Source: Weekly checks

Strategy 1

Timely academic progress monitoring

Formative Reviews

No Progress

November	March	July

Strategy 2

Proactive intervention for "at risk" students

Formative Reviews

No Progress

November	March	July

Strategy 3

Consistent communication between counselors teachers and families.

Formative Reviews

No Progress

November	March	July

Goal 2 IDEA achieves an A Rating

Performance Objective 1

90% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Strategy 1

Daily Focus on Academic Vocabulary in every classroom for every lesson

Strategy's Expected Result/Impact: 1. Deeper language comprehension
2. Accelerated curriculum growth

Staff Responsible for Monitoring: Instructional Leaders
Classroom teachers

Problem Statements: Demographics 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

Schedule daily use of Summitt English Language Development for EB scholars.

Strategy's Expected Result/Impact: 1. Steady, scaffolded, language growth
2. Precision target of skill gaps

Staff Responsible for Monitoring: Instructional coaches
Academic block facilitators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November **March** **July**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our special education inclusion scholars are not meeting state standards on their STAAR assessments.	Ineffective PD on SpEd instructional framework, data-driven intervention cycles, and co-teaching models

Performance Objective 2

100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Strategy 1

100% of HB1416 students will be targeted from day one of school and will have embedded minutes of extra instruction throughout the year.

Strategy's Expected Result/Impact: 100% of HB1416 students complete tutoring minutes by or before the last day of the 24-25 school year.

Staff Responsible for Monitoring: Classroom teacher
Principal

Formative Reviews

November **March** **July**

Performance Objective 3

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

Strategy 1

Use of Universal Design for Learning (UDL) Principles

Strategy's Expected Result/Impact: 1. Reduced Barriers to Learning
2. Greater Student Engagement
3. Improved Comprehension and Retention

Staff Responsible for Monitoring: Instructional coaches
Inclusion teachers

Problem Statements: Demographics 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

Family centered skill reinforcement.

Strategy's Expected Result/Impact: 1. Increased Student Accountability
2. Early Gap Detection
3. Consistent Learning Routines
4. Strengthened Home-School Partnership**

Staff Responsible for Monitoring: Instructional Coaches
Inclusion teachers

Problem Statements: School Processes & Programs 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our special education inclusion scholars are not meeting state standards on their STAAR assessments.	Ineffective PD on SpEd instructional framework, data-driven intervention cycles, and co-teaching models

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Communication with families and stakeholders is fragmented and inconsistent--updates on attendance, grades, and campus initiatives are often delayed or duplicated, leading to confusion and reduced engagement.	The absence of a unified communication protocol and clear ownership across our multiple platforms (SharePoint, Teams, Remind, newsletters, town halls) means messages aren't scheduled or tracked centrally, so key information falls through the cracks.

Performance Objective 4

School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Strategy 1

Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

Strategy's Expected Result/Impact: 1. Timely precise intervention
2. Data informed differentiation
3. Continuous cycle of improvement

Staff Responsible for Monitoring: Instructional coaches

Problem Statements: Demographics 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

Ongoing teacher coaching and modeling

Strategy's Expected Result/Impact: 1. Accelerated Skill Development for Teachers
2. Consistency of Best Practices Across Classrooms
3. Immediate, Actionable Feedback Loops
4.Higher Student Engagement and Outcomes**

Staff Responsible for Monitoring: Instructional Coaches

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our special education inclusion scholars are not meeting state standards on their STAAR assessments.	Ineffective PD on SpEd instructional framework, data-driven intervention cycles, and co-teaching models

Performance Objective 5 ☑ High Priority

Increase the percentage of students demonstrating Algebra I proficiency, as measured by district or state assessment standards, to 92 % Approaches, 49 % Meets, and 25 % Masters by the end of the 2025-26 school year.

Goal 3 Increase student persistence

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))

Strategy 1

Officer will continue to be present on campus

Strategy's Expected Result/Impact: Build a sense of security amongst all stakeholders.

Staff Responsible for Monitoring: Assistant Principal of Operations

Formative Reviews

November	March	July

Strategy 2

Comply with monthly drills (fire, active shooter, etc.).

Strategy's Expected Result/Impact: Build a sense of security

Staff Responsible for Monitoring: Assistant Principal of Operations

Formative Reviews

November	March	July

Strategy 3

Keep cameras and badge systems in working condition

Strategy's Expected Result/Impact: Build a sense of security

Staff Responsible for Monitoring: Asst. Principal of Operations

Formative Reviews

November	March	July

Performance Objective 2

100% of schools 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))

Strategy 1

Timely communication to families regarding school events to promote family engagement and attendance.

Strategy's Expected Result/Impact: * Increased family attendance at school events
* Stronger home-school relationships and trust
* Higher student motivation and achievement
* Improved information flow, reducing misunderstandings
* Greater parent advocacy and support for school initiatives
* Enhanced sense of community and belonging

Staff Responsible for Monitoring: School Counselor
College Counselor
Assistant Principal of Operation

Problem Statements: School Processes & Programs 1

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Communication with families and stakeholders is fragmented and inconsistent--updates on attendance, grades, and campus initiatives are often delayed or duplicated, leading to confusion and reduced engagement.	The absence of a unified communication protocol and clear ownership across our multiple platforms (SharePoint, Teams, Remind, newsletters, town halls) means messages aren't scheduled or tracked centrally, so key information falls through the cracks.

Performance Objective 3

100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1

The Anti-Bullying presentation will be completed during culture week.

Strategy's Expected Result/Impact: Bullying prevention and awareness

Staff Responsible for Monitoring: School Counselor
Teachers

Formative Reviews

November	March	July

Strategy 2

School counselor will schedule and present Smarter Safer Schools curriculum through Teams for all grade levels.

Strategy's Expected Result/Impact: Prevention and Awareness

Staff Responsible for Monitoring: School Counselor

Formative Reviews

November	March	July

Goal 4 Increase student daily attendance

Performance Objective 1

IDEA Horizon Vista college prep will meet ADA attendance growth goal

Strategy 1

Increase ADA visibility for families.

Strategy's Expected Result/Impact: Awareness

Staff Responsible for Monitoring: Assistant Principal of Operations
Registrar

Problem Statements: School Processes & Programs 1

Formative Reviews

November	March	July

Strategy 2

Implement ADA culture and system awareness.

Strategy's Expected Result/Impact: Teachers and Staff all cooperate toward increased ADA.

Staff Responsible for Monitoring: Assistant Principal of Operations

Formative Reviews

November	March	July

Strategy 3

Organize events and/or incentives for days of concern.

Strategy's Expected Result/Impact: Increased attendance on days of concern.

Staff Responsible for Monitoring: Assistant Principal of Operations

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Communication with families and stakeholders is fragmented and inconsistent--updates on attendance, grades, and campus initiatives are often delayed or duplicated, leading to confusion and reduced engagement.	The absence of a unified communication protocol and clear ownership across our multiple platforms (SharePoint, Teams, Remind, newsletters, town halls) means messages aren't scheduled or tracked centrally, so key information falls through the cracks.

Performance Objective 2

CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Strategy 1

Conduct weekly check-ins with PE teachers to track HIT progress.

Strategy's Expected Result/Impact: Intervene with those students not meeting goal

Staff Responsible for Monitoring: PE Teachers
Sports Coaches

Formative Reviews

November	March	July

Strategy 2

Actively promote and encourage students to join a sport.

Strategy's Expected Result/Impact: Increased MVPA minutes

Staff Responsible for Monitoring: Coaches

Formative Reviews

November	March	July

Goal 5 Increase staff retention

Performance Objective 1

100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy 1

Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy's Expected Result/Impact: Effective and transformational completion of each task.

Staff Responsible for Monitoring: Performance Managers

Formative Reviews

November	March	July

Performance Objective 2

Horizon Vista CP will be staffed for all teacher positions throughout the 2025-26 school year.

Strategy 1

Formulate criteria for every new position tailored to the needs of the campus and use it to filter through resumes.

Strategy's Expected Result/Impact: Candidates that are prepared to take on the needs of Horizon Vista College Prep

Staff Responsible for Monitoring: Administrative Assistant
Principal
Asst. Principal

Formative Reviews

November	March	July

Strategy 2

Recruit and hire high quality candidates per role by using high quality resume criteria

Strategy's Expected Result/Impact: * Higher overall instructional effectiveness
* Reduced staff turnover and hiring costs
* Enhanced alignment of skills to role requirements
* Stronger team collaboration and school culture
* Streamlined recruiting process with clear benchmarks
* Increased stakeholder confidence in staffing decisions

Staff Responsible for Monitoring: Principal
Admin Assistant

Formative Reviews

November	March	July

Goal 6 Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1 ☑ High Priority

90% of students will persist to the following school year.

Evaluation Data Source: ADA
Mission List
Leavers

Strategy 1

Administration, Faculty and Staff will build positive relationships with scholars.

Strategy's Expected Result/Impact: Scholars feel invested and are happy to come to school.

Staff Responsible for Monitoring: School Counselor
College Counselor

Problem Statements: Demographics 2

Formative Reviews

November	March	July

Strategy 2

Focus on the metrics of GET 2 and ensure that teachers are at advanced by the end of December.

Strategy's Expected Result/Impact: We build a culture of respect and investment.

Staff Responsible for Monitoring: Counselors and administration

Problem Statements: Demographics 2

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	IDEA Horizon Vista's overall persistence rate falls below network targets, and attrition is highest among students who are new to IDEA.	Ineffective onboarding and early-engagement systems-- targeted orientation for new students isn't delivered quickly enough to meet their immediate needs, reactive family outreach, and slow academic/SEL intervention

Title I Summary

Title I Personnel

Name	Position	Program	FTE
PRISCILLA CHAVEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Ingram Hills Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:43 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 18

Support Systems and Other Data 18

Goals 20

Goal 1 : IDEA Ingram Hills will increase Math reading and Science STAAR overall achieve... 21

Goal 2 : Increase student persistence 26

Goal 3 : Increase student daily attendance 29

Goal 4 : Increase the overall annual employee survey ratings. 32

Goal 5 : Increase student enrollment in Kinder 35

Title I Summary 39

Title I Personnel 40

Funding Summary 41

SCE Accelerated Instruction (PIC 24) 42

IDEA-B (4130) 42

State SPED (PIC 23) 42

State BESL (PIC 25) 42

Title I Parent Reservation (4120-PAR) 43

Comprehensive Needs Assessment

Demographics

Summary

We are a full scale Kinder through 5th grade campus located on the north west side of San Antonio. Our students are referred to as "scholars" and are between the ages of 5-12 years old. We service scholars in special programs such as Special Education, 504, and Emerging Bilingual Program. Our school is focused on academics with the mission and vision of sending all of our scholars to and through college upon completion of high school.

Strengths

1. Our current persistence (those scholars planning to return in the coming academic year0 is 94% which is 1% higher than it was at this time last year.)

2. IDEA offers a competitive salary and bonuses for high-performing teachers. Currently, 93% of instructional staff plan to return in the Fall.

3. IDEA has historically reached its mission and vision of 100% College for All.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Vacancies in special education lead and co-teacher roles are unfilled year to year.	Candidates for these roles do not meet the standards for hiring; onboarding and training are insufficient to retain staff over time.
2 ★	While persistence has increased over past years, enrollment is off-track in the Kinder grade level.	Recruitment occurs monthly, but campus does not differentiate recruitment efforts for kinder or establish business partnerships for this age group.

★ = Priority

Student Learning

Summary

Last year, Texas Education Agency did not release accountability ratings. We have focused on writing in grades 2-5 and problem-solving processes in math courses to prepare for STAAR tests and well as prioritizing online learning as the STAAR format has changed. Based on the raw data released by TEA in May 2024, our achievement average for all tests taken was a 45 which misses our goal of 55. ELAR is a strength on the campus and we scored in the upper fourth of IDEA campuses in the region. Math continues to be an area of growth in grades 3-4. One additional area of growth is TELPAS assessments and scholars' moving up in their overall English Language Proficiency level.

Strengths

1. Scholars can perform well on formative assessments.

2. Vertical alignment of student expectations and learning strategies is established in Grades 2-5.

3. Use of manipulatives/hands on learning in K-5.

4. Classroom observations are held and provide real time coaching with an observation feedback meeting.

5. Consistent use of technology across content areas.

6. Data is tracked with consistency- teachers reflect on student work daily, campus makes adjustments and coaches teachers weekly based on formative assessments.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Data in K-2 Direct Instruction does not predict reading comprehension in Grade 3.	K-2 instruction promotes fluency and phonics and we have not yet provided the right interventions to support comprehension.
2 ★	SpEd scholars are in need for strong SpEd support push-in time and minutes vs. focus on behaviors.	Teacher turnover in SpEd, lack of training in tracking systems and vision for in-class support.
3 ★	EB scholars are high priority as they are still facing a language barrier and did not make adequate progress on TELPAS	Teachers do not include EB supports on lesson plans, campus does not utilize Summit K12 programming with fidelity.

★ = Priority

School Processes & Programs

Summary

IDEA Ingram Hills Academy has created and implemented successful school systems and processes throughout the year. We have successfully implemented our parent communication systems which include many types of social media platforms, documentation of incidents, positive call tracking, and weekly parent and staff newsletters. This year we improved ADA systems to include ADA accountability matrix letters and monthly ADA incentives. The campus implemented fundraising and field trips in every grade level and included twice the amount of PE as last year as well as offered volleyball, basketball, dance and soccer within athletics.

Strengths

1. Our school prides itself in hiring high quality educators for the best matched subject areas based on student needs.

2. Our teachers create individualized lesson plans that address areas of concern for all scholars. Our teachers have a growth mindset that is present throughout our school with staff and students.

3. The curriculum that our school uses is tailored to fit the needs of each scholar. Teachers have the ability to modify the lessons and curriculum as needed based on mastery and the needs of our scholars.

4. Teacher Leaders are heavily involved in planning and execution of decisions via a daily huddle and weekly tactical meeting.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Scholars can accumulate high numbers of absences (chronic absentees) without adequate intervention.	The ADA matrix is followed at the lower numbers but campus does not take progressive action after absence above 18.
2 ★	Teachers hired midyear have lowest retention among staff	Mid-year staff hires need additional training in culture systems and data.

★ = Priority

Perceptions

Summary

IDEA Ingram Hills Academy has provided the necessary tools and trainings for our teachers to better support the social emotional needs of our students. We have improved our systems of ongoing positive communication with our parents by utilizing our social media platforms and parent communication logs. This school year we have prioritized monthly family engagement events to help build relationships with our families and community.

Strengths

1. Parent Communication via positive calls and post-incident calls

2. Staff Development in Mentoring and Social Emotional Learning

3. Response to all Crisis Events and Providing Appropriate Supports

4. Academy Athletics

5. Strong midyear onboarding with scholars.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Lesson plans do not connect to diverse backgrounds or perspectives	No set vision for culturally responsive teaching or texts within class, teachers are not coached explicitly in this area.
2 ★	Parents did not participate in weekly town halls, event volunteer opportunities	Parents want a formal club or organization in which to build traditions and voice concerns.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	SpEd scholars are in need for strong SpEd support push-in time and minutes vs. focus on behaviors.	Teacher turnover in SpEd, lack of training in tracking systems and vision for in-class support.
2 ★	Parents did not participate in weekly town halls, event volunteer opportunities	Parents want a formal club or organization in which to build traditions and voice concerns.
3 ★	Lesson plans do not connect to diverse backgrounds or perspectives	No set vision for culturally responsive teaching or texts within class, teachers are not coached explicitly in this area.
4 ★	While persistence has increased over past years, enrollment is off-track in the Kinder grade level.	Recruitment occurs monthly, but campus does not differentiate recruitment efforts for kinder or establish business partnerships for this age group.
5 ★	Vacancies in special education lead and co-teacher roles are unfilled year to year.	Candidates for these roles do not meet the standards for hiring; onboarding and training are insufficient to retain staff over time.
6 ★	EB scholars are high priority as they are still facing a language barrier and did not make adequate progress on TELPAS	Teachers do not include EB supports on lesson plans, campus does not utilize Summit K12 programming with fidelity.

7 ★	Data in K-2 Direct Instruction does not predict reading comprehension in Grade 3.	K-2 instruction promotes fluency and phonics and we have not yet provided the right interventions to support comprehension.
8 ★	Scholars can accumulate high numbers of absences (chronic absentees) without adequate intervention.	The ADA matrix is followed at the lower numbers but campus does not take progressive action after absence above 18.
9 ★	Teachers hired midyear have lowest retention among staff	Mid-year staff hires need additional training in culture systems and data.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**

☑ **Processes and procedures for teaching and learning, including program implementation**

Goals

Goal 1 IDEA Ingram Hills will increase Math reading and Science STAAR overall achievement average in 3rd through 5th.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 52% to 56% in Spring 2026.

Evaluation Data Source: Formative district assessments, STAAR

Strategy 1

Staff will be trained on specific EB strategies for building language comprehension in all contents.

Strategy's Expected Result/Impact: EB scholars will increase skill in reading comprehension and course content through the use of scaffolds

Staff Responsible for Monitoring: Teachers, Interventionists, APIs

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Campus will utilize cross curricular texts to promote literacy in science and social studies through Wit and Wisdom curriculum.

Strategy's Expected Result/Impact: Increased reading comprehension across genres

Staff Responsible for Monitoring: APIs, Principal

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.3

Formative Reviews

No Progress

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Data in K-2 Direct Instruction does not predict reading comprehension in Grade 3.	K-2 instruction promotes fluency and phonics and we have not yet provided the right interventions to support comprehension.
3	EB scholars are high priority as they are still facing a language barrier and did not make adequate progress on TELPAS	Teachers do not include EB supports on lesson plans, campus does not utilize Summit K12 programming with fidelity.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Fourth-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 29% to 45% in Spring 2026.

Evaluation Data Source: Formative district assessments, STAAR.

Strategy 1

Math department will utilize problem-solving tools such as UPSE

Strategy's Expected Result/Impact: Scholars will be able to break down multistep problems and better explain their rationale behind mathematical choices

Staff Responsible for Monitoring: Teachers, APIs

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November March July

Strategy 2

Leverage academic block to provide accelerated instruction for HB4545 daily during the academic day.

Strategy's Expected Result/Impact: Increase in performance level on STAAR in Math and Reading

Staff Responsible for Monitoring: Principal, APIs

Problem Statements: Demographics 1, 2

Funding Sources: HB1416 Tutoring SCE Accelerated Instruction (PIC 24), Pay Code 356/357, $27,142.15

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November March July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Vacancies in special education lead and co-teacher roles are unfilled year to year.	Candidates for these roles do not meet the standards for hiring; onboarding and training are insufficient to retain staff over time.
2	While persistence has increased over past years, enrollment is off-track in the Kinder grade level.	Recruitment occurs monthly, but campus does not differentiate recruitment efforts for kinder or establish business partnerships for this age group.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Lesson plans do not connect to diverse backgrounds or perspectives	No set vision for culturally responsive teaching or texts within class, teachers are not coached explicitly in this area.

Performance Objective 3 ☑ High Priority

60% of SPED Students attain approaches in STAAR by June 2026 (TEC 11.253(d)(2))

Evaluation Data Source: Formative district assessments, STAAR.

Strategy 1

Sped teachers will lesson plan strategically using scaffolds and differentiation based on IEP and accommodations

Strategy's Expected Result/Impact: Sped scholars will increase daily exit tickets and assessment scores based on this targeted differentiation

Staff Responsible for Monitoring: Special Education team, teachers, APIs

Problem Statements: Student Learning 2, 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress		
November	March	July

Strategy 2

Use Locus dashboard to track academic achievement for each student in domains 1-3 and respond to data.

Strategy's Expected Result/Impact: Urgent data-response and intervention

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1, 2

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Some Progress		
November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Vacancies in special education lead and co-teacher roles are unfilled year to year.	Candidates for these roles do not meet the standards for hiring; onboarding and training are insufficient to retain staff over time.
2	While persistence has increased over past years, enrollment is off-track in the Kinder grade level.	Recruitment occurs monthly, but campus does not differentiate recruitment efforts for kinder or establish business partnerships for this age group.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	SpEd scholars are in need for strong SpEd support push-in time and minutes vs. focus on behaviors.	Teacher turnover in SpEd, lack of training in tracking systems and vision for in-class support.
3	EB scholars are high priority as they are still facing a language barrier and did not make adequate progress on TELPAS	Teachers do not include EB supports on lesson plans, campus does not utilize Summit K12 programming with fidelity.

Goal 2 Increase student persistence

Performance Objective 1

100% of schools 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))

Evaluation Data Source: Attendance logs at engagement events, funding documents for family engagement

Strategy 1

Create school wide calendar and publish monthly to all families containing family events, report card nights, and celebrations.

Strategy's Expected Result/Impact: Families will be informed of campus events and campus will be able to better plan and prepare for each

Staff Responsible for Monitoring: Counselor, Principal

Problem Statements: School Processes & Programs 1, 2

Funding Sources: Title I Parent Reservation (4120-PAR), $2,929.56

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Hold monthly town halls for parents to ask questions, observe classrooms, and sign up to volunteer for events

Strategy's Expected Result/Impact: Build parent involvement and partnership through relationship building and awareness of instruction on campus

Staff Responsible for Monitoring: Principal, counselor

Problem Statements: School Processes & Programs 1, 2

Title I:

Formative Reviews

Some Progress

November | March | July

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Scholars can accumulate high numbers of absences (chronic absentees) without adequate intervention.	The ADA matrix is followed at the lower numbers but campus does not take progressive action after absence above 18.
2	Teachers hired midyear have lowest retention among staff	Mid-year staff hires need additional training in culture systems and data.

Performance Objective 2 ☑ High Priority

100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Source: Permission slip for SSS, tracker from district calendar

Strategy 1

Add trainings and anti-bullying to campus calendar, track implementation through weekly culture rounds

Strategy's Expected Result/Impact: Decrease in bullying incidents in 23-24 school year

Staff Responsible for Monitoring: Counselor, Principal

Problem Statements: Student Learning 2 - School Processes & Programs 1

Title I:

Formative Reviews

Some Progress

November | March | July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	SpEd scholars are in need for strong SpEd support push-in time and minutes vs. focus on behaviors.	Teacher turnover in SpEd, lack of training in tracking systems and vision for in-class support.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Scholars can accumulate high numbers of absences (chronic absentees) without adequate intervention.	The ADA matrix is followed at the lower numbers but campus does not take progressive action after absence above 18.

Performance Objective 3

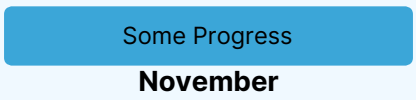
By August 2026, IDEA Ingram Hills Academy will increase overall student persistence to at least 85% by conducting quarterly family engagement check-ins, hosting at least four family engagement events annually, and resolving 100% of documented intent-to-withdraw cases within 5 school days.

Strategy 1

Weekly Check Ins with SC

ESF Levers: Lever 1: Strong School Leadership and Planning

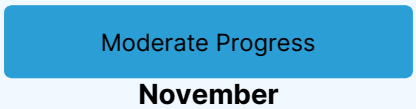
Formative Reviews



Strategy 2

Sign in Sheets for monthly events to keep track of attendance.

Formative Reviews



Goal 3 Increase student daily attendance

Performance Objective 1

100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of PE. (TEC 11.253(d)(10))

Evaluation Data Source: IHT watch data

Strategy 1

PE teachers turn in lesson plans that engage scholars bell to bell with aerobic exercise and team sports.

Strategy's Expected Result/Impact: Ingram Hills will be on track for PE goal each month. Scholars will have structured outlet for physical activity.

Staff Responsible for Monitoring: PE Teachers, Principal

Problem Statements: Perceptions 1

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Lesson plans do not connect to diverse backgrounds or perspectives	No set vision for culturally responsive teaching or texts within class, teachers are not coached explicitly in this area.

Performance Objective 2 ☑ High Priority

From August 2025-May 2026, IDEA Ingram Hills Academy will implement the ADA escalation matrix daily, ensuring 100% of student absences receive same-day calls and that families of students below 90% attendance participate in an ADA family meeting within 5 school days, in order to keep the campus on track toward achieving a 95% annual attendance rate.

Evaluation Data Source: Power School data.

Strategy 1

Lead team will conduct rounds to observe all phases of the ADA escalation matrix and track daily during ADA huddle

Strategy's Expected Result/Impact: ADA matrix will be followed with fidelity, resulting in reaching the 97% ADA goal.

Staff Responsible for Monitoring: APO, Principal

Problem Statements: Perceptions 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Lesson plans do not connect to diverse backgrounds or perspectives	No set vision for culturally responsive teaching or texts within class, teachers are not coached explicitly in this area.

Performance Objective 3

By May 2026, IDEA Ingram Hills Academy will achieve an annual attendance rate of at least 94% by ensuring 100% of daily absences receive same-day outreach documented in AIS, implementing at least one monthly attendance incentive, and holding parent conferences for all students who fall below 90% attendance within 5 school days.

Strategy 1

Implement a Structured Daily Attendance Accountability System

Formative Reviews

Some Progress

November | March | July

Strategy 2

Strengthen Family Engagement and Student Motivation Through Tiered Attendance Supports

Formative Reviews

Some Progress

November | March | July

Goal 4 Increase the overall annual employee survey ratings.

Performance Objective 1 ☑ High Priority

100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-26 school year.

Strategy 1

Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy's Expected Result/Impact: Teachers are aware of growth and development, feel supported and heard by their manager.

Staff Responsible for Monitoring: Principal, APIs

Problem Statements: Student Learning 2, 3

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	SpEd scholars are in need for strong SpEd support push-in time and minutes vs. focus on behaviors.	Teacher turnover in SpEd, lack of training in tracking systems and vision for in-class support.
3	EB scholars are high priority as they are still facing a language barrier and did not make adequate progress on TELPAS	Teachers do not include EB supports on lesson plans, campus does not utilize Summit K12 programming with fidelity.

Performance Objective 2

By the first day of school in August 2025, IDEA Ingram Hills will be 100% staffed for all teacher positions. From August 2025-May 2026, the campus will sustain 100% staffing by filling any teacher vacancy within 10 instructional days and retaining at least 90% of teachers through the 11th day of the 2026-2027 school year.

Evaluation Data Source: Staff retention, Teacher Career Pathway Levels

Strategy 1

Recruit and hire high quality candidates per role by using high quality resume criteria

Strategy's Expected Result/Impact: 85% or higher staff retention

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1, 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

No Progress

November	March	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Vacancies in special education lead and co-teacher roles are unfilled year to year.	Candidates for these roles do not meet the standards for hiring; onboarding and training are insufficient to retain staff over time.
2	While persistence has increased over past years, enrollment is off-track in the Kinder grade level.	Recruitment occurs monthly, but campus does not differentiate recruitment efforts for kinder or establish business partnerships for this age group.

Performance Objective 3

Will increase the bottom 3 AEES survey questions in regards to performance by an average of 10%.

Strategy 1

Implement Structured Performance Feedback and Clarity Systems

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Increase Staff Voice, Recognition, and Responsiveness to Feedback

Formative Reviews

Some Progress

November **March** **July**

Goal 5 Increase student enrollment in Kinder

Performance Objective 1 ☑ High Priority

By May 2026, Ingram Hills Academy will increase Kinder scholar applications by 20% compared to the 2024-25 school year through the family and friend referral program, with each campus leader responsible for tracking and reporting Kinder referral-driven applications monthly.

Evaluation Data Source: PTG for applications quarterly

Strategy 1

Hold monthly refer a friend campaigns and publicize referral method via newsletter and pickup line

Strategy's Expected Result/Impact: Referring friends to Ingram Hills builds trust and community and will ultimately make enrollment sustainable

Staff Responsible for Monitoring: APO, Principal

Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Vacancies in special education lead and co-teacher roles are unfilled year to year.	Candidates for these roles do not meet the standards for hiring; onboarding and training are insufficient to retain staff over time.
2	While persistence has increased over past years, enrollment is off-track in the Kinder grade level.	Recruitment occurs monthly, but campus does not differentiate recruitment efforts for kinder or establish business

		partnerships for this age group.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Data in K-2 Direct Instruction does not predict reading comprehension in Grade 3.	K-2 instruction promotes fluency and phonics and we have not yet provided the right interventions to support comprehension.
2	SpEd scholars are in need for strong SpEd support push-in time and minutes vs. focus on behaviors.	Teacher turnover in SpEd, lack of training in tracking systems and vision for in-class support.
3	EB scholars are high priority as they are still facing a language barrier and did not make adequate progress on TELPAS	Teachers do not include EB supports on lesson plans, campus does not utilize Summit K12 programming with fidelity.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Scholars can accumulate high numbers of absences (chronic absentees) without adequate intervention.	The ADA matrix is followed at the lower numbers but campus does not take progressive action after absence above 18.
2	Teachers hired midyear have lowest retention among staff	Mid-year staff hires need additional training in culture systems and data.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Lesson plans do not connect to diverse backgrounds or perspectives	No set vision for culturally responsive teaching or texts within class, teachers are not coached explicitly in this area.
2	Parents did not participate in weekly town halls, event volunteer opportunities	Parents want a formal club or organization in which to build traditions and voice concerns.

Performance Objective 2

From August 2025-May 2026, Ingram Hills Academy will host at least one Kinder-specific recruitment event per month (e.g., Kinder round-ups, story times, Kinder open houses), with 100% of events logged in the enrollment tracker and at least 50% of staff attending each event, to expand Kinder applications.

Evaluation Data Source: Application yield per month, staff attendance, application success per recruitment method

Strategy 1

Prioritize business partnerships and historical success for flyering

Strategy's Expected Result/Impact: Consistent application submission throughout year

Staff Responsible for Monitoring: Principal, APO

Problem Statements: Demographics 1, 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Vacancies in special education lead and co-teacher roles are unfilled year to year.	Candidates for these roles do not meet the standards for hiring; onboarding and training are insufficient to retain staff over time.
2	While persistence has increased over past years, enrollment is off-track in the Kinder grade level.	Recruitment occurs monthly, but campus does not differentiate recruitment efforts for kinder or establish business partnerships for this age group.

Performance Objective 3

By the first day of school in August 2026, Ingram Hills Academy will convert at least 85% of accepted Kinder applicants into enrolled Kinder students by ensuring 100% of families complete registration, attend Kinder onboarding events, and receive a personal welcome call within 5 school days of acceptance.

Strategy 1

Implement a Structured Kinder Conversion and Registration Accountability System

Formative Reviews

No Progress

November **March** **July**

Strategy 2

Strengthen Family Engagement and Early Belonging Through Personalized Onboarding

Formative Reviews

No Progress

November **March** **July**

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALYSSA A SOTO	TEACHER - INTERVENTIONIST	School-wide Program	1
CINTHIA SERVIN CONTRERAS	COTEACHER	School-wide Program	1
JULIEANA ALYSSE ARGUELLEZ	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1
Vacant	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	HB1416 Tutoring	Pay Code 356/357	$27,142.15
				Sub-Total	$27,142.15
				Budgeted Fund Source Amount	$40,410.59
				+/- Difference	**$13,268.44**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,739.43
				+/- Difference	**$3,739.43**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,775.46
				+/- Difference	**$5,775.46**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,770.27
				+/- Difference	**$3,770.27**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1		--	$2,929.56
				Sub-Total	$2,929.56
				Budgeted Fund Source Amount	$2,764.55
				+/- Difference	**-$165.01**

IDEA Public Schools

Ingram Hills College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:44 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 18

Support Systems and Other Data 18

Goals 19

Goal 1 : IDEA achieves an A Rating 20

Goal 2 : Increase student persistence 23

Goal 3 : Increase student daily attendance 27

Goal 4 : Increase staff retention 29

Goal 5 : All IDEA students matriculate to college. 31

Title I Summary 33

Title I Personnel 34

Funding Summary 35

SCE Accelerated Instruction (PIC 24) 36

IDEA-B (4130) 36

State SPED (PIC 23) 36

State BESL (PIC 25) 36

Title I Parent Reservation (4120-PAR) 37

Comprehensive Needs Assessment

Demographics

Summary

IDEA Ingram Hills represents a campus that is diverse in culture, ethnicity and gender. We have a team of teachers who are committed to the care of students and building strong relationships to motivate them to be successful. Part of what makes our campus unique is that we have a strong RISE/SPED team that provides support to our scholars. Our RISE scholars are given support based on individual student needs, even through changes in the STAAR Alt placements from TEA. Our areas of opportunity for areas in our campus were low ADA rates, consistent student culture, and student enrollment.

Strengths

1. Decrease in expulsions due to drugs.

2. Consistent SPED/RISE team for the entire school year

3. Team and Family attitude amongst teachers

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Ingram Hills CP did not hit enrollment target (60 students under enrolled by day 11 of 23-24 school year)	Consistent recruitment efforts leveraging our entire staff.
2 ★	Average Daily Attendance was 91%.	There was inconsistency in upholding the ADA Matrix and managing the entire staff to uphold ADA minute by minute.
3	Student Culture was inconsistent throughout the year.	Teachers and GTLs struggled to consistently implement both positive behavior interventions as well as uphold the behavior hierarchy.

★ = Priority

Student Learning

Summary

At IDEA Ingram Hills, we are proud of our alignment as a campus to ensure the rigor in our classrooms were set up for success for the STAAR/AP exams. Additionally, we set a very clear vision for a response to the data we received from mock exams to close the gaps for our students. To continue to drive our campus forward, we need to set a vision of collaboration between our Gen Ed teachers with our SPED teachers, increase student attendance because we know that when students are not here they are not learning, and build conceptual learners through the use of our district curriculum.

Strengths

1. Strong alignment in STAAR and AP classrooms

2. Clear vision for responding to mock data to close gaps

3. EBs hitting goals in math

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams.	There was a weak partnership between the Gen Ed and SPED teachers.
2 ★	Students struggled to critically think on STAAR/AP due to lack of conceptual learning in classrooms.	Lack of use of district curriculum that is building conceptual learners.
3 ★	Student Attendance impacted learning.	Lack of consistent ADA Matrix/investment from staff impacted consistent learning.

★ = Priority

School Processes & Programs

Summary

Ingram Hills continuously encourages feedback to improve our school processes and programs. Teachers feel comfortable bringing concerns and feedback to the leadership team and feel that leadership will do their best to turn around feedback. Professional development has been productive with useful information and work time. Our athletics program continues to grow, which helps student engagement and persistence. An area of growth for our campus is our disciplinary systems. Teachers feel that detentions and suspensions are not consequential or impactful for scholars. Consequences are not consistent, and scholars are not held accountable. This is due to a lack of structure, keeping students to meet enrollment numbers and lack of capacity to make disciplinary action effective. Extra Curricular activities are only focused on athletics, and our students are begging for more options to be invested in school outside of athletics. The last area of growth named was scheduling in high school. When students start mid year, they are often not being scheduled correctly, not being added to PowerSchool in a timely manner and being thrown into electives they are not interested in. This is often due to not having transcripts when they start with us and lack of communication between all stakeholders.

Strengths

1. Productive Profession Development and Coaching cycle

2. Leadership solicits feedback and listens to the concerns lifted.

3. Athletics program continues to build.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Our extra curricular activities only target a small group of students, mainly athletes.	We did not prioritize finding sponsorship for other academic clubs throughout the year.
2 ★	Disciplinary systems currently do not consistently change student behavior.	Lack of focus on positive reinforcements and incentives for behavior.
3	New to IDEA High Schoolers have their schedules changed multiple times.	Not having transcripts when onboarding scholars and clear tracking systems for student credits.

★ = Priority

Perceptions

Summary

Ingram Hills is a campus that continues to grow for the betterment of our students and staff. As a smaller campus, our students are able to get the supports that they need in class, and our sub populations also have targeted supports to ensure they are successful. When we do host community events, such as our fall festival, we have a really strong turn out that not only helps bring our community together, but also raises money for our campus. Gaps to continue to address are the amount of joy on campus is minimal, inconsistent student culture, and teacher retention. Our students work hard and there are minimal opportunities for them to be celebrated and have fun. There were only a few spirit weeks that happened on campus last year and we did not follow through with any homeroom cups or other opportunities for joy/connection. Teacher retention has such a huge impact on our campus and having teacher vacancies not only impacts student learning, it also impacts student culture. Expectations are harder to enforce if there are fewer teachers on campus.

Strengths

1 Fall Festival was a highly successful event that helped bring our community together while raising money for our campus

2. Teachers have strong relationship and connection to students. Every student has 1 person on campus to go to.

3. Campus size is small, which allows staff members to make great impact. No class size is too big and our sub populations are getting proper supports.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Inconsistent Student Culture	Teachers, GTLs and Admin were inconsistent with enforcing. Lack of positive incentives. Vacancies or teachers with a high number of absences creates substitutes in classes which makes it hard to enforce.
2 ★	There are minimal opportunities for joy on campus for students and staff.	Lack of intentionality behind systems of joy. Additionally: There is rarely spirit dress up days due to district guidance. GTLs failed to continue to do weekly grade level meetings. No homeroom cups in leu of OTG fest.
3	Teacher retention has decreased.	Staffing is driven by enrollment and we have not hit our enrollment targets. This causes the teachers we do have to be spread thin. Also, the coaching cycle is either too infrequent or too intense.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams.	There was a weak partnership between the Gen Ed and SPED teachers.
2 ★	Our extra curricular activities only target a small group of students, mainly athletes.	We did not prioritize finding sponsorship for other academic clubs throughout the year.
3 ★	Inconsistent Student Culture	Teachers, GTLs and Admin were inconsistent with enforcing. Lack of positive incentives. Vacancies or teachers with a high number of absences creates substitutes in classes which makes it hard to enforce.
4 ★	Average Daily Attendance was 91%.	There was inconsistency in upholding the ADA Matrix and managing the entire staff to uphold ADA minute by minute.
5 ★	Ingram Hills CP did not hit enrollment target (60 students under enrolled by day 11 of 23-24 school year)	Consistent recruitment efforts leveraging our entire staff.
6 ★	Students struggled to critically think on STAAR/AP due to lack of conceptual learning in classrooms.	Lack of use of district curriculum that is building conceptual learners.

7 ★	Student Attendance impacted learning.	Lack of consistent ADA Matrix/investment from staff impacted consistent learning.
8 ★	Disciplinary systems currently do not consistently change student behavior.	Lack of focus on positive reinforcements and incentives for behavior.
9 ★	There are minimal opportunities for joy on campus for students and staff.	Lack of intentionality behind systems of joy. Additionally: There is rarely spirit dress up days due to district guidance. GTLs failed to continue to do weekly grade level meetings. No homeroom cups in leu of OTG fest.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**

Goals

Goal 1 IDEA achieves an A Rating

Performance Objective 1

100% of identified scholars meet required minutes per House Bill 1416 (HB1416)

Evaluation Data Source: Internal Tracker, PowerSchool Tracker

Strategy 1

Create Strong Academic Block where teachers provide accelerated instruction daily.

Strategy's Expected Result/Impact: Close gaps from exit tickets

Staff Responsible for Monitoring: All instructional staff

Problem Statements: Student Learning 1

Funding Sources: HB1416 Tutoring SCE Accelerated Instruction (PIC 24), Paycode 356/357, $26,501.87

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams.	There was a weak partnership between the Gen Ed and SPED teachers.

Performance Objective 2 ☑ High Priority

60% of SPED Students attain approaches in STAAR by June 2026 (TEC 11.253(d)(2))

Evaluation Data Source: Mock Exams, STAAR Exam

Strategy 1

Create Strong Partnership between SPED and Gen Ed staff by having biweekly collaborative planning time.

Strategy's Expected Result/Impact: Equip SPED teachers with content and time to create an intervention plan for SPED scholars.

Staff Responsible for Monitoring: SPED teachers, Kayla Ramirez

Problem Statements: Student Learning 1

Title I:

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Strategy 2

Train all teachers on impactful small groups within their classroom, and roll out 100% small group execution by October.

Strategy's Expected Result/Impact: Strategic Support for our most struggling scholars

Staff Responsible for Monitoring: APIs

Problem Statements: Demographics 2

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Average Daily Attendance was 91%.	There was inconsistency in upholding the ADA Matrix and managing the entire staff to uphold ADA minute by minute.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams.	There was a weak partnership between the Gen Ed and SPED teachers.

Performance Objective 3

IDEA Ingram Hills College Prep will increase from 56% meets in reading to a 60% meets in reading.

Performance Objective 4

IDEA Ingram Hills College Prep will increase from 47% meets in math to a 55% meets in math.

Goal 2 Increase student persistence

Performance Objective 1

100% of schools 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))

Strategy 1

Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

Strategy's Expected Result/Impact: Build strong partnerships with families to create trust

Staff Responsible for Monitoring: School Counselor - Jordan Morrison

Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 1, 2

Funding Sources: Title 1 Funds Title I Parent Reservation (4120-PAR), $2,860.45

Title I:

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Ingram Hills CP did not hit enrollment target (60 students under enrolled by day 11 of 23-24 school year)	Consistent recruitment efforts leveraging our entire staff.
2	Average Daily Attendance was 91%.	There was inconsistency in upholding the ADA Matrix and managing the entire staff to uphold ADA minute by minute.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	SPED Scholars struggled to hit "approaches" and "meets" on the STAAR Exams.	There was a weak partnership between the Gen Ed and SPED teachers.
2	Students struggled to critically think on STAAR/AP due to lack of conceptual learning in classrooms.	Lack of use of district curriculum that is building conceptual learners.
3	Student Attendance impacted learning.	Lack of consistent ADA Matrix/investment from staff impacted consistent learning.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Our extra curricular activities only target a small group of students, mainly athletes.	We did not prioritize finding sponsorship for other academic clubs throughout the year.
2	Disciplinary systems currently do not consistently change student behavior.	Lack of focus on positive reinforcements and incentives for behavior.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Inconsistent Student Culture	Teachers, GTLs and Admin were inconsistent with enforcing. Lack of positive incentives. Vacancies or teachers with a high number of absences creates substitutes in classes which makes it hard to enforce.
2	There are minimal opportunities for joy on campus for students and staff.	Lack of intentionality behind systems of joy. Additionally: There is rarely spirit dress up days due to district guidance. GTLs failed to continue to do weekly grade level meetings. No homeroom cups in leu of OTG fest.

Performance Objective 2

100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline

indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1

Calendar and implement plan for Safer Smarter Schools by end of September.

Strategy's Expected Result/Impact: Creating awareness and learning about bullying

Staff Responsible for Monitoring: Jordan Morrison

Problem Statements: School Processes & Programs 2

Title I: 2.5.3

Formative Reviews

November	March	July

Strategy 2

In addition to Safer Smarter Schools, create Tier 2 interventions each quarter to respond to culture or SEL trends (Girls Group to discuss body image, Social Media awareness, etc)

Strategy's Expected Result/Impact: Educating scholars on how to process through influences in society.

Staff Responsible for Monitoring: Jordan Morrison

Problem Statements: School Processes & Programs 2

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Disciplinary systems currently do not consistently change student behavior.	Lack of focus on positive reinforcements and incentives for behavior.

Performance Objective 3 ☑ High Priority

100% of new families will be fully onboarded before FDOS or before scholar's first day.

Strategy 1

Uphold onboarding plan and do not allow scholars to begin without fully completing all steps.

Strategy's Expected Result/Impact: Scholars and families are clear on our expectations as a school, and ensure they are aligned with what we believe.

Staff Responsible for Monitoring: Jordan Morrison

Problem Statements: Demographics 1

Formative Reviews

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Ingram Hills CP did not hit enrollment target (60 students under enrolled by day 11 of 23-24 school year)	Consistent recruitment efforts leveraging our entire staff.

Goal 3 Increase student daily attendance

Performance Objective 1 ☑ High Priority

IDEA Ingram Hills will achieve a 95.5% annual attendance rate for the 24-25 school year

Evaluation Data Source: PowerBi

Strategy 1

100% of absent scholars will receive a phone call by 8:30am when they are absent from teacher, leader and/or ops member.

Strategy's Expected Result/Impact: Strong partnership and investment from families on the importance of daily attendance.

Staff Responsible for Monitoring: Alyssa Williams

Problem Statements: Demographics 2

Formative Reviews

November	March	July

Strategy 2

The ADA Matrix is implemented with fidelity daily.

Strategy's Expected Result/Impact: Parents get clear communication on the accumulation of their absences.

Staff Responsible for Monitoring: Alyssa Williams

Problem Statements: Demographics 2

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Average Daily Attendance was 91%.	There was inconsistency in upholding the ADA Matrix and managing the entire staff to uphold ADA minute by minute.

Performance Objective 2

100% of students from 6th-12th grade meet their MVPA minutes goal of 900 minutes. (TEC 11.253(d)(10))

Evaluation Data Source: Locus Dashboard

Strategy 1

Use watches daily to track MVPA Minutes.

Strategy's Expected Result/Impact: Use data to drive who gets watches daily if there are not enough

Staff Responsible for Monitoring: Saul Martell and David Fleurant

Problem Statements: Student Learning 2

Title I:

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students struggled to critically think on STAAR/AP due to lack of conceptual learning in classrooms.	Lack of use of district curriculum that is building conceptual learners.

Goal 4 Increase staff retention

Performance Objective 1

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

Evaluation Data Source: Cornerstone

Strategy 1

Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy's Expected Result/Impact: Consistent checkpoints to staff on their performance.

Staff Responsible for Monitoring: Principal and Assistant Principals

Problem Statements: Student Learning 2

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students struggled to critically think on STAAR/AP due to lack of conceptual learning in classrooms.	Lack of use of district curriculum that is building conceptual learners.

Performance Objective 2 ☑ High Priority

IDEA Ingram Hills is 100% staffed for all teacher positions throughout the 2024-25 school year.

Strategy 1

Recruit and hire high quality candidates per role by using high quality resume criteria.

Strategy's Expected Result/Impact: Hiring staff members who are aligned to the vision for IDEA will lead to stronger staff retention

Staff Responsible for Monitoring: Kayla Ramirez

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	There are minimal opportunities for joy on campus for students and staff.	Lack of intentionality behind systems of joy. Additionally: There is rarely spirit dress up days due to district guidance. GTLs failed to continue to do weekly grade level meetings. No homeroom cups in leu of OTG fest.

Goal 5 All IDEA students matriculate to college.

Performance Objective 1 ☑ HB3 Goal

Create individualized college lists for each senior student that contains a safety school, target school, and stretch school.

Evaluation Data Source: Excel tracker

Strategy 1

Leverage RTTC 4 to ensure college lists are competed by end of August.

Strategy's Expected Result/Impact: Students have a clear vision of where they are targeting to apply.

Staff Responsible for Monitoring: Justin Garcia

Problem Statements: Demographics 2

Title I:

TEA Priorities: Connect high school to career and college

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Average Daily Attendance was 91%.	There was inconsistency in upholding the ADA Matrix and managing the entire staff to uphold ADA minute by minute.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Complete FAFSA documentation for 100% of students by the end of December.

Evaluation Data Source: Internal Tracker

Strategy 1

Leverage 1-1 parent meetings to partner with families to ensure documents are submitted.

Strategy's Expected Result/Impact: Families are the key to success here so we must partner together. Each family situation is different so 1-1 meetings must be the pathway.

Staff Responsible for Monitoring: Justin Garcia

Problem Statements: Perceptions 1

TEA Priorities: Connect high school to career and college

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Inconsistent Student Culture	Teachers, GTLs and Admin were inconsistent with enforcing. Lack of positive incentives. Vacancies or teachers with a high number of absences creates substitutes in classes which makes it hard to enforce.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
RENEAH AGUILAR	TEACHER - INTERVENTIONIST	School-wide Program	1
TRINITY NICHOLE LUNA	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	HB1416 Tutoring	Paycode 356/357	$26,501.87
				Sub-Total	$26,501.87
				Budgeted Fund Source Amount	$37,089.17
				+/- Difference	**$10,587.30**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,868.34
				+/- Difference	**$6,868.34**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,607.99
				+/- Difference	**$10,607.99**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,118.27
				+/- Difference	**$3,118.27**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Title 1 Funds	--	$2,860.45
				Sub-Total	$2,860.45
				Budgeted Fund Source Amount	$2,537.32
				+/- Difference	**-$323.13**

IDEA Public Schools



Judson Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:46 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Goals 13

Goal 1 : IDEA Judson Academy will improve intervention for students. 14

Goal 2 : IDEA Judson Academy will increase meets and masters performances in STAAR ... 16

Goal 3 : IDEA Judson Academy will increase student persistence. 18

Goal 4 : IDEA Judson Academy will increase ADA 20

Goal 5 : IDEA Judson Academy will increase staff retention. 21

Title I Summary 23

Title I Personnel 24

Funding Summary 25

SCE Accelerated Instruction (PIC 24) 26

IDEA-B (4130) 26

State SPED (PIC 23) 26

State BESL (PIC 25) 26

Title I Parent Reservation (4120-PAR) 27

Comprehensive Needs Assessment

Demographics

Summary

IDEA Judson Academy is a Title 1 campus that offers quality educational programs and extracurricular activities to students in grades K-5. As part of the fastest-growing charter school network in Texas, IDEA Judson Academy currently has 727 students enrolled, successfully reaching its enrollment goal at the beginning of the school year. The school's demographics include 50.21% male and 49.79% female students, with 65.33% Hispanic, 18.31% African American, and 12.34% White students. Additionally, 8.3% of students receive special education services, 16.89% are English learners (EB), and 76.86% come from economically disadvantaged backgrounds. Notably, IDEA Judson Academy is one of the highest-performing campuses in its network, with STAAR scores ranking in the top 1%. The academy is on track to meet its persistence goals, driven by the high quality of education and the joyful atmosphere on campus.

Strengths

The curriculum at IDEA is notably rigorous, with high expectations set for all students regardless of their starting abilities. Every student is required to strive toward ambitious academic goals designed to promote continuous improvement. IDEA Public Schools is effectively achieving its mission of “College for All,” especially in serving economically disadvantaged students. The network consistently maintains a 100% college acceptance rate, with about 95% of graduates enrolling in college immediately after high school. Most students at IDEA come from low-income backgrounds and or first generation, yet the schools provide strong academic preparation, a college-focused culture starting in early grades, and extensive support services such as counseling and financial aid guidance. IDEA also tracks college persistence and offers continued support to help students graduate. Its success has earned national recognition, highlighting its impact in closing the achievement gap and expanding access to higher education.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	New and Overall student persistence dropped below 90%	Failure to properly onboard all families and students into Judson expectations and offerings.
2	There is a need for an increase in EB supports.	Lack of training and professional development geared specifically towards EB supports.

★ = Priority

Student Learning

Summary

IDEA Judson Academy has performed as one of the top schools in the district in all content on district assessments. Our campus was second in our overall academic achievement score based STAAR assessments. We are currently third in the region with our overall K-2 readers.

STAAR Results:

3rd ELA: 83|56|17 = 52

4th ELA: 82|66|34 = 61

5th ELA: 88|68|34 = 63

ELA: 84|63|28 = 58

3rd Math: 64|32|12 = 36

4th Math: 74|51|27 = 51

5th Math: 83|51|17 = 50

Math: 73|45|20 = 46

5th Science: 83|45|16 = 48

Overall: AA: 52

Strengths

IDEA Judson Academy has performed as a top school in the district in all content areas on district assessments, achieving the highest overall academic achievement score based on STAAR assessments. Our campus is a leader in the region with our overall K-2 reader. Our scholars consistently speak in complete sentences, with 100% of teachers requiring student discussions. STAAR results were all within the top 6 of our region, with 4/7 being in the top 3 and overall ELA being 3rd and overall Math being 1st. Additionally, our TELPAS data showed growth, and we met PE, AR, and HS Honor Roll standards.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Math overall dropped in performance in all categories.	Teaching failed to push the rigor and student ownership of math TEKS.
2	K-2 did not meet the goal of 70% of students meeting their reading growth goals.	Lack of authentic lesson rehearsal and intervention in k-2 and misalignment in k-2 strategies to align with 3-5.

★ = Priority

School Processes & Programs

Summary

At IDEA Judson Academy, the administrative team held weekly instructional and culture rounds to align in best practices and teacher feedback/rating using our GET Rubric. In addition, we held bi-weekly staff development with all staff members to address and gaps that have been observed by the lead team. For academic support, our teachers participated in the following: lesson planning clinics, lesson rehearsals, script practices, unpacking TEKS, and on the spot coaching.

Strengths

All 3-5 teachers at IDEA Judson Academy have reached proficiency in lesson planning and TEKS alignment. Additionally, 100% of teachers received ratings and coaching for their development. All teachers participated in the coaching cycle with fidelity, ensuring consistent improvement and high-quality instruction across the board.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Teachers were not consistently given leadership development opportunities to build their capacity as leaders on campus.	Leaders did not prioritize coaching teacher leaders nor give them leadership moments on campus to develop their leadership skills.
2	IDEA Judson inconsistently used our tracking system for behavior management resulting in repeated level 2 and 3 behaviors.	Lack of follow up on behavior documentation from leaders and grade team leaders.

★ = Priority

Perceptions

Summary

At IDEA Judson Academy, we use various operating mechanisms to collect feedback from all stakeholders. At the campus level, we utilize weekly check-ins with teachers, parent surveys, student surveys, and our Annual Employee Experience Survey for all staff members. Additionally, we have avenues for families to get involved and provide their feedback on campus such as our Parent Prowl. To enhance engagement and showcase our campus's excellence, we host monthly engagement events that increase joy and awareness.

Strengths

Our campus's strengths in perceptions are evident, with over 80% of our staff stating that IDEA Judson Academy is a great place to work. Additionally, over 90% of staff enjoy their working relationship with their manager and would recommend them to other employees. Staff members feel successful and developed under our current administration. Parents are elated about the joyous mechanisms including extracurriculars and clubs that were added this school year, further enhancing their positive perception of our school.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	ADA for the year was below the districts goal of 97.5%, with kinder being the lowest.	All leaders did not stick with fidelity to the campuses ADA matrix and there was a failure to provide positive ADA incentives throughout the year with consistency.
2	Not all staff feel as though they have a good work-life balance.	Staff do not feel as though leadership has realistic expectations that allows them to have a work life balance.

★ = Priority

Goals

Goal 1 IDEA Judson Academy will improve intervention for students.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Ensure HB 1416 additional supports are provided through additional interventions for 100% of 4th and 5th grade students who qualify.

Strategy 1

Conduct weekly lesson plan clinics with a focus on academic talk and writing to increase the rigor of intervention.

Strategy's Expected Result/Impact: Increase rigor in academic talk in grades K-5 with a focus on vocabulary, writing, and communications across various media sources.

Staff Responsible for Monitoring: API's

Formative Reviews

November	March	July
No Progress	Moderate Progress	

Strategy 2

Targeted scholars will receive additional instructional support in ELA and/or math according to the STAAR results.

Strategy's Expected Result/Impact: 100% of HB1416 scholars complete their minutes and improve their STAAR results.

Formative Reviews

November	March	July
Some Progress	Accomplished	

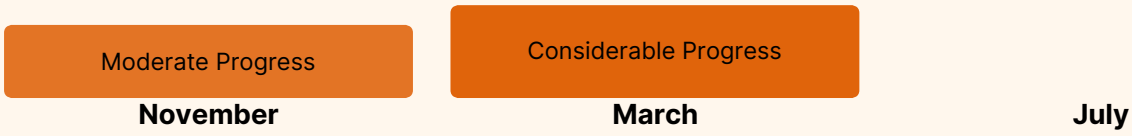
Performance Objective 2

Ensure CSI students are getting clear and effective instruction and 50% increase by a year or more on the end of year Renaissance STAR test.

Strategy 1

Leaders will provide weekly feedback on lesson plans, observations, and data.

Formative Reviews



Goal 2 IDEA Judson Academy will increase meets and masters performances in STAAR tested subjects.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on ELA STAAR will increase from 56% to 60% in Spring 2025.

Evaluation Data Source: STAAR, district assessments and exit tickets

Strategy 1

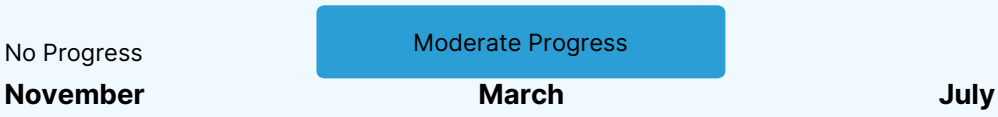
Conduct weekly lesson plan clinics in grades 3-5 with a focus on academic vocabulary, writing, and providing evidence to support answers.

Strategy's Expected Result/Impact: Increase rigor in the classroom to align to the state assessment

Staff Responsible for Monitoring: API's and teachers

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews



Performance Objective 2

Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on Math STAAR will increase from 32% to 50% in Spring 2026.

Strategy 1

Conduct weekly lesson plan clinics in grades 3-5 with a focus on academic vocabulary, writing, and providing evidence to support answers.

Strategy's Expected Result/Impact: Increase rigor in the classroom to align to the state assessment

Staff Responsible for Monitoring: API's and teacher

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

49% of students taking TELPAS assessments will maintain or increase a proficiency level.

Evaluation Data Source: TELPAS exam and Mock TELPAS Exam

Strategy 1

Provide strategic intervention for ELL scholars and track their progress daily.

Strategy's Expected Result/Impact: IA Judson will achieve 42% or higher growth on TELPAS

Staff Responsible for Monitoring: Teachers, TC, Admin

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Goal 3 IDEA Judson Academy will increase student persistence.

Performance Objective 1 ☑ High Priority

Judson Academy will receive a score of proficient or higher on the campus safety scorecard.

Strategy 1

Ensure all safety meetings and drills are calendared out for the year and discuss status during weekly check-in with APO.

Strategy's Expected Result/Impact: Ensure all drills are held within the given deadline

Staff Responsible for Monitoring: APO and all staff

Formative Reviews

	November	March	July
	Some Progress	Considerable Progress	

Performance Objective 2 ☑ High Priority

Judson 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.

Strategy 1

Include persistence events as a weekly agenda item in our lead time tacticals and present information to our events committee.

Strategy's Expected Result/Impact: Ensure all money is spent appropriately to meet the needs of our campus cumminty.

Staff Responsible for Monitoring: All staff

Funding Sources: Title I Parent Reservation (4120-PAR), $2,622.7

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

	Moderate Progress	Considerable Progress	

November March July

Strategy 2

Timely communication to families regarding school events to promote family engagement and attendance.

Formative Reviews



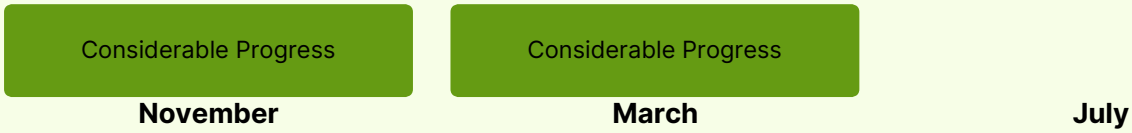
Performance Objective 3

IDEA Judson Academy will offer more extracurriculars and electives for students.

Strategy 1

Students will be able to participate in Art, Music, Theater and Tech Applications.

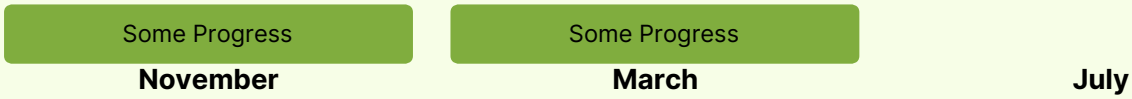
Formative Reviews



Strategy 2

The campus will offer at least three extracurriculars per semester for students to participate in.

Formative Reviews



Performance Objective 4 ☑ High Priority

IDEA Judson Academy will achieve 80% persistence in both kinder and third grade.

Evaluation Data Source: Persistence Benchmarks

Goal 4 IDEA Judson Academy will increase ADA

Performance Objective 1 ☑ High Priority

IDEA Judson will achieve a 94.5% annual attendance rate for the 25-26 schoolyear.

Strategy 1

Follow campus ADA matrix to follow up on absent scholars

Staff Responsible for Monitoring: All staff members

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 2

IDEA Judson will offer more ADA incentives and celebrations to encourage student attendance.

Strategy 1

Leadership will backwards plan on a calendar what days to celebrate and what incentives will be offered.

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 3

IDEA Judson Academy maintains a chronic absenteeism 10% for the 25-26 school year.

Goal 5 IDEA Judson Academy will increase staff retention.

Performance Objective 1 ☑ High Priority

100% of priority teachers will receive weekly coaching and check ins.

Evaluation Data Source: District benchmarks and PTG

Strategy 1

Track all coaching weekly via teachboost and check in documents

Strategy's Expected Result/Impact: 100% of staff will be coached and developed to increase TCP placement

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 2

100% of staff will be recognized and/or celebrated monthly.

Strategy 1

Staff will be recognized through shout outs, Teacher of the Week, House Cup points, and Core Value awards.

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 3 ☑ High Priority

Increase the three lowest AEES statements by 20%.

Performance Objective 4 ☑ High Priority

IDEA Judson will achieve 85% OPS retention.

Evaluation Data Source: Staff Retention Benchmarks

Title I Summary

Title I Personnel

Name	Position	Program	FTE
HALEY JAYNE KING	COTEACHER	School-wide Program	1
KARLA CAMILA RODRIGUEZ	COTEACHER	School-wide Program	1
KATIE MAGDALENA STRICKLAND	TEACHER - INTERVENTIONIST	School-wide Program	1
MICHAEL ANTHONEE RODRIGUEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
PERLA ALEXANDRA GONZALEZ	COTEACHER	School-wide Program	1
SOPHOL NHIL CONTRERAS	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$41,043.24
				+/- Difference	**$41,043.24**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,494.67
				+/- Difference	**$5,494.67**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,486.39
				+/- Difference	**$8,486.39**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,997.05
				+/- Difference	**$3,997.05**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1		--	$2,622.70
				Sub-Total	$2,622.70
				Budgeted Fund Source Amount	$2,807.83
				+/- Difference	**$185.13**

IDEA Public Schools



Judson College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:47 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Goals 13

Goal 1 : Increase the number of students that are matriculating to Tier 1 and Tier 2 colleg... 14

Goal 2 : IDEA Judson College Prep increases meets and masters performance in STAAR t... 15

Goal 3 : IDEA Judson College Prep will increase student engagement to impact improved... 17

Goal 4 : IDEA Judson College Prep will increase staff retention 19

Goal 5 : IDEA Judson College Prep will increase ADA 21

Title I Summary 22

Title I Personnel 23

Funding Summary 24

SCE Accelerated Instruction (PIC 24) 25

IDEA-B (4130) 25

State SPED (PIC 23) 25

State BESL (PIC 25) 25

Title I Parent Reservation (4120-PAR) 26

Comprehensive Needs Assessment

Demographics

Summary

IDEA Judson College Prep is a middle and high school on the Northeast side of San Antonio serving 750+ students in grades 6-12. IDEA Judson opened up in 2016 and has continuously grown since then. IDEA Judson is an open enrollment public charter school that prides itself in rigorous academics for underserved communities. It serves a student population of 14% African American, 70% Hispanic, 11% White, and 5% other races with a diverse staff. It offers its students extracurriculars such as sports, clubs, and tutoring. Coursework includes AP courses, CTE courses with a focus on computer and nursing sciences, and Special Education services. IDEA Judson College Prep was most recently ranked as an A Campus by TEA.

Strengths

IDEA Judson College Prep has an economically and racially diverse student body with a low drop out rate. The staff retention is 87%. All of IDEA Judson College Prep's STAAR tested subjects were ranked in the top 10 of the region. IDEA Judson offers at least 10 options of AP coursework, as well as courses that focus on college and ACT preparation. 100% of the graduating class has been accepted to college, with 25% of the graduating class attending a Tier 1/Tier 2 college.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	There is a need to increase NTI persistence throughout the campus.	There is a lack of student persistence due to limited extracurricular activities.
2	There is a need for more ADA incentives, accountability, and engagement with families.	Students and families do not feel pressured or encouraged to be present in class.
3	Staff retention has decreased significantly.	School culture in terms of staff onboarding and development was not prioritized.

★ = Priority

Student Learning

Summary

At IDEA Judson College Prep, students are demonstrating high performance and mastery in English Language Arts, Science, and Social Studies. However, there are notable gaps in skills and knowledge in mathematics that need addressing. Special Populations, including Emergent Bilingual and Special Education students, require instructional adjustments to receive more effective, targeted intervention to meet their unique needs.

IDEA Judson College Prep takes pride in preparing students for post-secondary success, with 100% of the graduating class being TSI exempt and accepted into college. Every senior has a clear plan for matriculation to either college or the military. IDEA Judson College Prep's comprehensive preparation program includes ACT test prep, college application assistance, and FAFSA completion support, ensuring that students are well-equipped for their future endeavors.

Strengths

-Increase in 8/11 STAAR tested subjects compared to the 2022-2023 school year.
-Continued high level College, Career and Military Readiness performance
-Maintenance of high 4-Year graduation rates
-Continued building high rigor and college preparation through AP courses.
-Growth of EL students across TELPAS composite scores
-All STAAR tested subjects ranked in top 10 of the region, with 4 ranking in the top 3.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Student performance in STAAR math is significantly lower than other content areas.	Teacher development has not focused on increasing content knowledge. Gaps in vertical alignment for content expectations for skills to be continuously built upon.
2	There has not been an increase in AP test passing rates across all contents.	Feedback and observations have focused on STAAR tested subjects. AP teachers have not received individualized coaching and development.

★ = Priority

School Processes & Programs

Summary

At IDEA Judson College Prep, the administrative team held weekly instructional and culture rounds to align in best practices and teacher feedback/rating using our GET Rubric. In addition, we held weekly staff development with all staff members to address and gaps that have been observed by the lead team. For academic support, our teachers participated in the following: lesson planning clinics, lesson rehearsals, student work analysis meetings, unpacking TEKS, and on the spot coaching.

Strengths

-100% of teachers have been rating in the GET rubric
-Teachers receive manager feedback and communication and feel like managers are adaptable to needs of their teachers
-Family and student persistence has increased and benefited from the amount of positive communication, activities, and offerings.
-Families feel more safe with their students on campus due to campus communication
-IDEA Judson College Prep retains an average of 88% of students.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Teacher development and coaching has not been consistent or tailored to needs of teachers.	Admin needs coaching and support in the coaching cycle.
2	Community engagement of parents and female students needs improvement.	Mindset and onboarding of families of students in higher grade levels has not included expectations of families for the school.

★ = Priority

Perceptions

Summary

At IDEA Judson College Prep, we have several operating mechanisms to engage with our school community including quarterly report card night, weekly parent newsletter, weekly positive and OTG calls, frequent Remind announcements/reminders. Additionally, we receive feedback from the community through Facebook engagement, parent meetings/calls, outreach events such Spring Fest, sport events, etc.

Strengths

1. Our campus strengths in perceptions are that our campus is a safe environment with several protocols that are in place when emergencies happen. This includes standard response protocols in conjunction with our Raptor alerts; Remind messages to parents after any incident that happens on campus or in our area; several levels of access such as the use of gates, being buzzed in, badge systems, visitor escorts, etc; and frequent parent contact.

2. Another strength of our campus is that our students feel that there are processes in place to support them academically, emotionally and physically. On the academic level, our campus provides tutoring, Saturday School, weekly OTG reports shared and OTG time for students needing secure time with teachers, as well as PowerSchool access. On the emotionally level, our school counselor has utilized a QR code system, as well as consistent check-in time with priority students; promoted positivity in our student body through house cup celebrations and weekly hallway rallies, as well as PBIS points (teachers noted not Move this World). On a physical level, having teacher presence and pushing closed and locked doors for all rooms has further made our campus feel supported.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	New or struggling teachers are receiving enough support with curriculum assistance, behavior coaching, and technology onboarding.	The time that managers/administrators have is limited and there is a lack of check-ins with managers and classroom observations.
2	Staff turnover has been high and teachers are feeling overwhelmed with expectations.	There has been a lack of investment and prioritization of staff resources, training, curriculum, and programming.

★ = Priority

Goals

Goal 1 Increase the number of students that are matriculating to Tier 1 and Tier 2 colleges.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

College Prep Average ACT score of 20 or better by high school graduation (HB3)

Strategy 1

Implement ACT prep course during RTTC rotation to focus on math and English data.

Formative Reviews

November	March	July

Performance Objective 2 ☑ HB3 Goal

100% of graduates meet TSIA college readiness benchmark (HB3)

Strategy 1

Implement Math and English focus groups to reach grade level benchmarks by end of year.

Formative Reviews

November	March	July

Performance Objective 3

IDEA Judson CP will increase the number of students that are matriculating to Tier 1 and Tier 2 colleges from 20% to 25%.

Goal 2 IDEA Judson College Prep increases meets and masters performance in STAAR tested subjects.

Performance Objective 1 ☑ High Priority

100% of identified scholars meet required minutes per House Bill 1416

Strategy 1

Ensure scholars meet the required numbers of TEKS targeted minutes through intervention and tutoring.

Strategy's Expected Result/Impact: Increase in student achievement scores.

Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers

Funding Sources: HB1416 SCE Accelerated Instruction (PIC 24), Pay Code 356/357, $27,267.05

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

November	March	July

Performance Objective 2 ☑ High Priority

40% of Emergent Bilinguals will achieve a meets distinction on their STAAR exams.

Strategy 1

Students complete training and instruction aligned to TELPAS and STAAR during intervention and tutoring.

Formative Reviews

November	March	July

Performance Objective 3

30% of SPED Students attain meets in STAAR tests.

Strategy 1

Create priority student groups following each exam data analysis to target Special pops.

Formative Reviews

November	March	July

Performance Objective 4 ☑ High Priority

IDEA Judson College Prep will increase meets and masters by 4% in math

Evaluation Data Source: District Assessments

Goal 3 IDEA Judson College Prep will increase student engagement to impact improved persistence.

Performance Objective 1

Campus receive a score of proficient or higher on the campus safety scorecard.

Strategy 1

Complete bi-weekly walk throughs to assess status of campus safety and provide feedback based on results that are aligned to scoring a proficient or higher on scorecard.

Formative Reviews

November	March	July

Strategy 2

Daily door sweeps of external and internal doors will be executed by the Campus Crisis and administrative teams.

Formative Reviews

November	March	July

Performance Objective 2 ☑ High Priority

IDEA Judson 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.

Strategy 1

Timely communication to families regarding school events to promote family engagement and attendance, with translation and support services for families.

Funding Sources: Translators, manipulatives for math, books and other resources Title I, Part A (4120), $2,943.04

Formative Reviews

November	March	July

Performance Objective 3 ✅ High Priority

IDEA Judson will achieve 80% student persistence in 8th and 9th grade

Evaluation Data Source: Persistence Benchmarks

Strategy 1

Provide resources and training required during beginning of school year for teachers to roll out Anti-Bullying and Safer Smarter school curriculum and include sessions during culture camp for students.

Formative Reviews

November	March	July

Performance Objective 4

100% of students from enrolled in PE meet their MVPA minutes goal.

Strategy 1

Track and monitor MVPA minutes on a daily basis to assess quarterly benchmarks are achieved throughout the year.

Formative Reviews

November	March	July

Goal 4 IDEA Judson College Prep will increase staff retention

Performance Objective 1

100% of priority teachers will receive individualized weekly coaching.

Strategy 1

Conduct with weekly check ins and observations.

Formative Reviews

November	March	July

Performance Objective 2 ☑ High Priority

100% of staff will be celebrated and recognized on a monthly basis.

Strategy 1

The campus will recognize staff through celebrations such as Teacher of the Month, Core Value Awards, and House Cup points.

Formative Reviews

November	March	July

Performance Objective 3 ☑ High Priority

IDEA Judson will achieve 85% OPS retention.

Evaluation Data Source: Staff retention benchmarks

Strategy 1

Lead team will recruit and hire high quality candidates per role by using high quality resume

criteria

Formative Reviews

November	March	July

Goal 5 IDEA Judson College Prep will increase ADA

Performance Objective 1 ☑ High Priority

The ADA matrix will be implemented to reduce chronic absenteeism to 10%.

Strategy 1

All staff members engage in ADA matrix with fidelity.

Formative Reviews

November	March	July

Performance Objective 2

IDEA Judson will offer more ADA incentives and celebrations to encourage student attendance.

Strategy 1

ADA celebrations and incentives are backwards planned on a calendar and communicated effectively to all stakeholders.

Formative Reviews

November	March	July

Performance Objective 3

IDEA Judson will achieve a 94.5% annual attendance rate for the 25-26 schoolyear.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ERICA Danielle GARCIA	TEACHER - INTERVENTIONIST	School-wide Program	1
JENNIFER BAEZA	TEACHER - INTERVENTIONIST	School-wide Program	1
TRICIA L SCHWENNESEN	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	HB1416	Pay Code 356/357	$27,267.05
				Sub-Total	$27,267.05
				Budgeted Fund Source Amount	$44,206.49
				+/- Difference	**$16,939.44**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,334.14
				+/- Difference	**$6,334.14**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$9,782.92
				+/- Difference	**$9,782.92**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,847.48
				+/- Difference	**$4,847.48**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,024.23
				+/- Difference	**$3,024.23**

IDEA Public Schools



Kyle Academy

2025-2026 Campus Improvement Plan

Board Approval Date:
August 29, 2025

Public Presentation Date:
August 2, 2025

Generated by Plan4Learning.com
March 12, 2026 at 09:11 AM

Mission Statement

At IDEA Kyle Academy, our top priority is the safety and well-being of our students and staff. As educators and role models, we lead with integrity, kindness, and respect, inspiring joy in our daily interactions. We believe in the unique potential of every child, nurturing goal-oriented mindsets and boosting self-confidence. Collaboration and teamwork are central to our approach, fostering a supportive environment where everyone feels valued and celebrated. With strong relationships and a sense of community, we embrace diversity and empower lifelong learning. Our focus on academic excellence prepares students for future success, equipping them with critical skills and a passion for learning. Together, we inspire growth, resilience, and readiness for a diverse world at IDEA Kyle Academy.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

- Demographics 5
- Student Learning 8
- School Processes & Programs 11
- Perceptions 13

Goals 15

- Goal 1 : Increase accountablity rating from B to an A 16
- Goal 2 : Increase student persistence 18
- Goal 3 : Reduce chronic absenteeism rate among the student population 19
- Goal 4 : Improve staff retention 20
- Goal 5 : Increase student enrollment 21

Title I Summary 22

- Title I Personnel 23

Committees 24

- Perceptions 25
  - Meeting Logs 25
  - Members 25
- Campus Process & Programs 25
  - Meeting Logs 25
  - Members 25
- Student Learning 26
  - Meeting Logs 26
  - Members 26

Comprehensive Needs Assessment

Demographics

Summary

Enrollment Numbers

Kinder - 88

1st - 99

2nd - 101

3rd - 111

4th - 108

5th - 107

Student Demographics

Male - 338

Female - 299

American Indian or Native Alaskan - 0

Asian or Pacific Islander-5

Black, not of Hispanic origin - 33

Hispanic - 488

White, not of Hispanic origin - 86

Unclassified - 8

SPED Coded students: 55

Campus Average Daily Attendance - 94.28%

Instructional Staff - 45

Teacher: Student Ratio - 1:13

Strengths

IDEA Kyle Academy hosts quarterly parent townhall meetings to listen to and address concerns our families might have. Along with an update of current outcomes and any campus improvement plans.

Attendance is a major component of our day-to-day activities. With a successful 94.28% ADA it is important to note the winning strategies employed on our campus. Daily phone calls from homeroom teachers at the start of the day. Using a tiered response system, families are held accountable via parent/admin/teacher meetings to pinpoint gaps and create response plans.

Average class sizes amongst grade levels fluctuate between 25 and 33 students per class. Due to mid-year withdrawals/enrollments, our average class sizes can vary throughout the year. Our target is no more than 30 students per class.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The number of Spanish-speaking Households exceeds the number of Spanish-speaking teachers, creating a linguistic gap in education.	When hiring new teachers, the fluency of Spanish as a 2nd language is superseded by the need for adequate talent in the classroom. While this is an understandable concession, the lack of Spanish speaking staff can alienate a large portion of our families.
2	Kinder enrollment not justifying the opening of a 4th instructional section.	When families are looking for early childhood education, IDEA does not offer and pre-k to the community. When ISDs do, this makes it less likely for families to seek a new school for their children.

★ = Priority

Student Learning

Summary

DI K-2 Benchmark Data

- 59% of students ended the year at or above benchmark
- 40% growth from BOY

Students in kindergarten through second grade made significant growth in reading over the course of this academic school year. Through focused instruction, consistent practice, and strong support from teachers and families, our young learners developed foundational literacy skills and demonstrated marked improvement in reading fluency, comprehension, and confidence. Their progress reflects the effectiveness of early literacy efforts and a shared commitment to student success.

CSI 3rd-5th RenSTAAR EOY Data

- 51% of students grew 2 or more years in Reading
- 80% of SPED students met year 1 growth

ELA MOCK Exam Data: Approaches/ Meets/ Masters

- 3rd grade: 66/45/17
- 4th grade: 82/59/27
- 5th grade: 84/67/42

Students in third through fifth grade demonstrated impressive growth in reading this academic school year. Focused instruction, guided reading strategies, and a commitment to literacy helped students strengthen their comprehension, vocabulary, and critical thinking skills.

MATH MOCK Exam Data: Approaches/ Meets/ Masters

- 3rd grade: 52/15/2
- 4th grade: 55/31/13
- 5th grade: 73/39/13

Students in third through fifth grade showed strong growth in math throughout this academic school year. With targeted instruction, engaging lessons, and ongoing support, students made measurable progress in key areas such as problem-solving, number sense, and mathematical reasoning. Their achievements highlight the impact of high-quality math instruction and the dedication of both educators and students to academic excellence.

Strengths

CSI

1. Effective collaboration with GenEd teachers.

2. Effective afterschool tutoring for those students not meeting their goals/ struggling.

ELA

1. We backwards planned the entire year for modules and STAAR testing to know what additional resources are needed.

2. Looking at previous data from the year before and starting STAAR success earlier looking for misconceptions. Students begin using Edcite to become familiar with online process

MATH

1. Teachers were very accommodating and willing to make last minute changes when told so.

2.Teachers used different methods to keep students engaged when teaching new material or going over previous content.

DI K-2

1. 59% of our students ended the year at or above benchmark from 19% at the beginning of the year (increase of 40%)
2. Continuous growth all year

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Math data was consistently low throughout the school year.	1. Teachers used different methods of teaching/ re-teaching material. There was no vertical alignment or consistency in the methods taught.
2	CSI (Critical Student Intervention) Students did not meet their achievement goal.	1. There was an inconsistency in teaching due to teachers being out for an extended period of time. There is also a lack of support for EB students outside of this curriculum, and most CSI students are EB.

★ = Priority

School Processes & Programs

Summary

In grades K-2nd, our students receive direct instruction based on their personalized reading level, utilizing the curriculum provided by our district. The district also provides the curriculums for core content such as: ELA (Wit & Wisdom), Math (Eureka), Social Studies, and Science (Amplify).

Technology is implemented in dreambox & AR for grades 1st-5th. Technology is utilized on a daily basis for grades 3rd-5ht. Due to that all campus, district, and state exams are administered online. Therefore, teachers use technology to enhance daily lessons and monitor scholar progression.

The campus hosts ongoing professional development every week is provided for teachers, and leaders based on the campus needs and specific individual needs. Our campus offers opportunities for teachers who aspire to be leaders, trained, and implement those leadership skills. Our DI coaches join in weekly observations, identify the most pressing problem, diagnosing, and coach other teachers.

Leaders follow a core calendar where they reflect their hourly/daily/weekly/monthly priorities. We have operating mechanisms that allow leaders to communicate on instructional and operational decisions, and the follow up with communication. Observations are scheduled to provide a full coaching cycle for teachers and leaders, including on the spot coaching, data/coaching conversations. Schoolboost is the platform utilized to input all teacher observations.

Strengths

Curriculum & Instruction:

- IDEA provides students access to accelerated instruction through the 1:1 technology device
- IDEA curriculum is generally evaluated using a quality evaluation tool
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' content knowledge and leaders coaching skills.

Special Programs:

- IDEA has begun a dyslexia training for leaders through cohorts
- IDEA was awarded a Dyslexia grant by TEA so that we are able to provide an increase of professional development to our point person for the program
- 80% of the campus special population scholars met their IEP goals

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Providing training that aligns the curriculum with college readiness for teachers to facilitate to our scholars.	Lack of aligned trainings that can further support educators targeting a specific content
2	Adding extracurricular classes such as music	Ensuring we have various courses offered to our scholars to further enhance their learning.

★ = Priority

Perceptions

Summary

We have a two parent surveys (fall and spring) which we use as our guiding points to improve culture. Currently, the results point to the fact that families feel safe at our school and are overall satisfied with the education their students are receiving. Based on previous surveys, we have instituted a behavior culture ladder as well as implementing PBIS within the school. These in conjunction with our SEL curriculum, Move This World, have improved the campus culture tremendously. One area where our parents are still asking for improvements is the ability to engage with their students during the school day. A second area is communication and support from faculty and administration.. Teachers have stated that the lack of classroom phones is inhibiting this as many do not feel using their personal cell phones is appropriate. Based on the students who have withdrawn from IDEA this year, 34 have stated communication as a huge issue. Several have commented that it is next to impossible to get a call back. With only one receptionist for a school of 1300 plus students, taking messages and getting notifications to teachers is difficult to say the least. Teachers have also expressed that they feel a lack of communication and support from administration as well. A third area for improvement which was discovered through data gathered via culture walkthroughs, is the absence of posters in our hallways to reinforce the IDEA behavior standards. Posters are currently under development and will be placed around the hallway in the fall. It was also noted that there is also a lack of college bound culture. For the fall we will be placing signs outside each door showing the alma maters of the teachers and staff. This year our counselor has worked hard in establishing community partnerships with Neighborhood Forest, the Junior League of Austin, and Unforgettable Families and Friends.

Strengths

1. We are addressing campus culture with the installation of a discipline ladder (24-25), visuals (25-26), and culture conscious decor (25-26) such as bulletin boards, calendar, and college information.

2. We use the IDEA Ideals as cornerstones to our culture.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	There is a gap between communication and support not only between parents and staff but also staff and administration.	Lead team is not leading by example. Concerns need to be addressed in a timely and honest manner in which staff is equipped with information needed to help solve the issue at hand.
2	Parents have expressed that they would like to be more engaged during the school day with their children.	Due to security protocols, the process is difficult and time consuming to get clearance for parents to be on campus for anything other than negative reasons (shadowing their child). We need to streamline this process and look at alternatives to lunch protocols to allow parents to eat lunch with their children.

 = Priority

Goals

Goal 1 Increase accountablity rating from B to an A

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

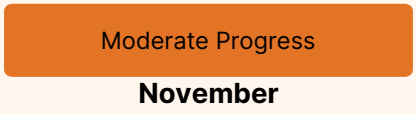
Third-Fifth grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase to 60% from Spring 2025 to Spring 2026.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Early Intervention and Small Group Instruction begin in Sept.

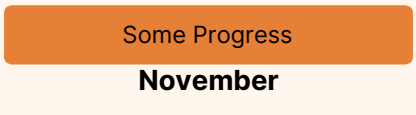
Formative Reviews



Strategy 2

Coach 100% of teachers on GET 3 (student ownership) to achieve proficient level

Formative Reviews



Performance Objective 2

Third-Fifth grade students performing at or above grade level in ELA as measured by the Meets Grade Level Standard on STAAR will increase to 60% from Spring 2025 to Spring 2026.

Strategy 1

Create goal setting with all 3-5 grade students

Formative Reviews

November	March	July
Some Progress		

Goal 2 Increase student persistence

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Campus receive a score of proficient or higher on the campus safety scorecard for the 2025-26 school year (TEC 11.253(d)(8)

Strategy 1

Role out IDEA's comprehensive safety plan that covers various aspects of campus safety

Formative Reviews

November	March	July
Moderate Progress		

Goal 3 Reduce chronic absenteeism rate among the student population

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Leverage district-approved ADA Escalation Matrix to ensure structured accountability for students missing multiple days of instruction.

Strategy 1

Daily ADA huddles will be taking place

Formative Reviews

November	March	July
Considerable Progress		

Goal 4 Improve staff retention

Performance Objective 1

☑ High Priority ☑ HB3 Goal

100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-26 school year.

Strategy 1

Recruit and hire high quality candidates per role by using high quality resume criteria

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 2

Improve teacher retention by fostering professional growth and increasing morale through leadership development and recognition strategies.

Strategy 1

LIstening tours done by principal with fidelity (once a semester)

Title I: 2.5.2

Formative Reviews

November	March	July
Considerable Progress		

Goal 5 Increase student enrollment

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Ensure that teachers make phone calls to 100% of scholars before 1st day of school.

Strategy 1

Execute home visits for the phone calls with no answer

Formative Reviews

Moderate Progress		
November	**March**	**July**

Performance Objective 2

IDEA Kyle meets or exceeds kindergarten enrollment target of 116 by 11th day of school of the 26-27 school year.

Strategy 1

Targeted daily BOG strategies with EC/OPS team. Monthly OPS recruitment events

Strategy's Expected Result/Impact: Impact 116 students will enroll for the 26-27 school year

Staff Responsible for Monitoring: EC/OPS/APO

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Some Progress		
November	**March**	**July**

Title I Summary

Title I Personnel

Name	Position	Program	FTE
CARLOS SANCHEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
DIANA ELIZABETH FEATHERS	COTEACHER	School-wide Program	1
JIMENA JIMENEZ COLIN	COTEACHER	School-wide Program	1
SAMANTHA MARIE JARAMILLO	COTEACHER	School-wide Program	1
SYLVIA Alicia MEJIA	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1

Committees

Committees

Perceptions

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 23, 2025 @ 10:00 AM	Counseling Center	Perceptions sign in.pdf	Perceptions Committee Minutes and Suggestion1.pdf

Members

First Name	Last Name	Position	Committee Role
Tanyia	Conner	School Counselor	Chairman
Stephanie	Henderson	Teacher	Committee Member
Odiella	Esquivel	Teacher	Committee Member
Joeanna	Bueno	Teacher	Committee Member
Andrea	Yenny	Nurse	Committee Member
Alicia	Tran	Teacher	Committee Member

Campus Process & Programs

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 6, 2025 @ 4:30 PM	Room 118	CIPsigninsheet.pdf	CIP plannotes.pdf

Members

First Name	Last Name	Position	Committee Role
Shanelle	Keating	Teacher	Member
Tania	Gonzalez	Admin Assistant	Member
Odilia	Esquivel	Early education teacher	Member
Claritza	Morales	Early education teacher	Member

Amber	Williams	Coach	Member
Kristie	Jackson	API	Member

Student Learning

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 13, 2025 @ 4:30 PM	Conference Room	Plan4Learning Sig Pages.pdf	Meeting Notes Plan.pdf

Members

First Name	Last Name	Position	Committee Role
Elsa	Cepeda	Assistant Principal	Committee Member
Emily	Bentura	Teacher	Committee Member
Kiandra	Gamez	Teacher	Committee Member
Carlos	Sanchez	Teacher	Committee Member
Ashely	Perkins	Teacher	Committee Member

IDEA Public Schools



Kyle College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:12 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Data Documentation for CNA 13

Improvement Planning Data 14

Goals 15

Goal 1 : Improve staff retention with emphasis in priority contents. 16

Goal 2 : Increase Domain 1 student achievement score 18

Goal 3 : Increase student persistence in priority grade levels 20

Goal 4 : Reduce chronic absenteeism in priority grade levels 22

Goal 5 : Achieve 100% Matriculation 23

Title I Summary 24

Title I Personnel 25

Committees 26

Student Learning 27

Meeting Logs 27

Members 27

Perception 27

Meeting Logs 27

Members 27

Demographics 27

Meeting Logs 27

Members 28

Comprehensive Needs Assessment

Demographics

Summary

Idea Kyle College Prep is a Title 1 school that offers educational and extracurricular programs to students in grades 6th through 12th grade. Kyle CP is 1 of 8 schools in the Austin region with an enrollment of 668 students for the 2024-2025 school year. This is an increase from the previous school year as we added a 12th grade class, which is our very first graduating class in school history. The school's demographic includes 64% economically disadvantaged, with 83% of students being hispanic, 10% being white, 4% being black and less than 2% falling under other.

Strengths

Our campus has the opportunity to guide families of students who typically do not have access to resources for college success with this being our first graduating class

Although we have a low economically disadvantaged, we have the highest AP scholar percentage in the region

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Student enrollment for 9th grade not being met	proximity to other schools with more extracurricular activities of interest of our current 8th students
2	The number of Spanish-speaking Households exceeds the number of Spanish-speaking teachers, creating a linguistic gap in education.	

★ = Priority

Student Learning

Summary

The data reveals strong academic performance across several key areas. In English Language Arts (ELA), students in grades 6 through 10 achieved an average achievement score of 60%, indicating consistent strength across grade levels. Other notable highlights include:

8th Grade History: 66% achievement average

Biology: 59% achievement average

7th Grade Math: 55% achievement average

Algebra I: 52% achievement average

These results reflect solid performance in STAAR-tested subjects across multiple content areas and grade levels. In addition, the Advanced Placement (AP) program data shows consistently high performance, further emphasizing that students are excelling in rigorous academic coursework and are well-prepared for college-level studies.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	6th Math mock exam dropped 15 points from previous school year	Teacher gap at implementing student ownership in the classroom while spiraling in foundational practices in daily classroom routine
2	Not on track to hit our 2+ goal for 3 AP courses	The goal was not met due to the the grading expectations for these courses.

★ = Priority

School Processes & Programs

Summary

At Idea Kyle CP, the primary form of curriculum is created and provided by the school district. There are also outside sources of curriculum paid for my the district including Wit & Wisdom, Math Medic, Sirius, College Board and Spring Board. Professional development is provided to staff on the campus level once a week for a hour and 30 minutes. The school district provided 4 professional developments a year to all staff that is content based. Communication takes places on various platforms to staff, parents and students using Microsoft Teams, email communication, Remind and Facebook. There are also opportunities for teachers and parents to share their concerns once per quarter during Principal Townhalls. The are also various extracurricular activities through academic, athletics and non academic that are offered to students during the duration of the school year.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Current curriculum implementation lacks adequate accommodations and scaffolds for EB (Emergent Bilingual) and SPED students	A shortage of ready-to-use scaffolding tools (e.g., graphic organizers, sentence stems, guided notes) within the district-provided curriculum.
2	There are ongoing challenges with communication and organization across key processes	Communication is often sent last minute not allotting enough time for others to be prepared. There are also gaps and clear CFS resulting in misdirected inquiries.

★ = Priority

Perceptions

Summary

Based on Spring 2025 family survey results, overall perceptions of IDEA Public Schools are largely positive. A strong majority of families expressed satisfaction with their school experience, particularly among College Prep families, 93% of whom indicated plans to return next year. Among Academy families, 82% reported the same. Additionally, most families stated they would recommend the school to others, with 86% of College Prep and 73% of Academy respondents agreeing. For families with students in Career and Technical Education (CTE) programs, 70% shared that CTE offerings influenced their decision to remain at IDEA. Popular and well-regarded courses included AP Computer Science Principles, Principles of Nursing, and business- and arts-focused tracks. Participation in student organizations such as HOSA and Mock Trial also played a meaningful role in student engagement and family satisfaction. Overall, the feedback reflects a school environment that is supportive, communicative, and responsive to student and family needs.

Strengths

93% of families stated they plan to return next school year

Communication appears to be a strength, with at least 75% of families indicating they are well-informed about school services and initiatives. Families reported knowing where to find health services, being aware of extracurricular opportunities, and feeling that the Healthy Kids Here initiative is effectively promoted on campus. Satisfaction with front office operations was also evident, with families expressing confidence in how those areas are managed.

least 75% of families reported feeling well-informed about health services, extracurricular activities, and campus wellness programs.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Mixed Levels of Enthusiasm for Recommending IKCP	Mixed levels of enthusiasm for recommending IDEA College Prep are likely due to new student persistence is notably lower overall, but especially in grades 9 (64.29%) and 10 (78.95%), which suggests that transitional support in high school may be insufficient for the level of rigor and difference in school culture.
2	Gap in Student Organization Participation within CTE Programs	The gap in student organization participation within CTE programs appears to stem from limited promotion and visibility of available clubs, such as HOSA and Mock Trial. Additionally, there is uneven distribution of program quality or offerings, where only a few CTE courses are perceived as engaging or high-quality (e.g., AP Comp Sci, Principles of Nursing), limiting broader interest.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Goals

Goal 1 Improve staff retention with emphasis in priority contents.

Performance Objective 1 ☑ High Priority

80% of all staff will be retained for the 26-27 school year.

Strategy 1

All staff will have weekly or bi-weekly check ins with managers that include trust/relational building and observation feedback as a part of the check-in agenda.

Formative Reviews

November	March	July
Considerable Progress		

Strategy 2

Follow a clear onboarding plan with all new hires with fidelity.

Formative Reviews

November	March	July
Considerable Progress		

Performance Objective 2

10% overall increase on AEES survey data.

Evaluation Data Source: SDC

Strategy 1

Consistently include trust building to check-ins

Formative Reviews

No Progress

November **March** **July**

Strategy 2

The lead team will plan and execute monthly staff JOY, celebrations, and recognitions including Teacher of the Week and Teacher of the Month.

Formative Reviews

Considerable Progress

November **March** **July**

Goal 2 Increase Domain 1 student achievement score

Performance Objective 1 ☑ High Priority

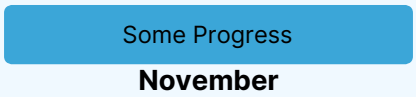
Increase meets performance in math to 50%

Evaluation Data Source: STAAR

Strategy 1

Implement consistent tutoring using hot list and highest leverage TEKS.

Formative Reviews



Performance Objective 2

80% Increase growth performance in ELA

Strategy 1

Strengthen data to action protocol to ensure reteach plans are created and executed weekly based on weekly exit ticket data.

Formative Reviews



Strategy 2

Embed weekly lesson rehearsals and mini data convos that focus on week TEKS and student misconceptions from exit ticket report outs

Formative Reviews

Moderate Progress

November | March | July

Strategy 3

Create leader facing leader growth goal monitoroing tool to ensure teachers are tracking growth goals data.

Formative Reviews

Moderate Progress

November | March | July

Goal 3 Increase student persistence in priority grade levels

Performance Objective 1

Increase student persistence in 8th and 10th grade by 20%

Strategy 1

Train staff on scholar JOY and relational capacity strategies

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Offer clubs to improve the social needs of scholars.

Formative Reviews

November	March	July
Some Progress		

Strategy 3

Conduct a Family Engagement event to showcase clubs and extracurricular activities

Strategy's Expected Result/Impact: Provide exposure to the social opportunities we have to reduce leavers due to social needs

Staff Responsible for Monitoring: Lead Team

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
No Progress		

Performance Objective 2

70% of students and families state "satisfied" during engagement events

Strategy 1

Conduct surveys after engagement events to determine and plan with strengths and gaps to improve events.

Strategy's Expected Result/Impact: Use feedback from events to improve future events creating more attendance and positive impact from the event.

Staff Responsible for Monitoring: SC

Formative Reviews

No Progress

November **March** **July**

Performance Objective 3

Increase family engagement opportunities including academic focus.

Strategy 1

Host 5 student family engagement events throughout the school year (at least 2 academic)

Formative Reviews

No Progress

November **March** **July**

Goal 4 Reduce chronic absenteeism in priority grade levels

Performance Objective 1

IDEA Kyle College Prep will reduce chronic absenteeism by 3%

Performance Objective 2

Increase IDEA Kyle College Prep ADA to 95%

Goal 5 Achieve 100% Matriculation

Performance Objective 1 ☑ High Priority

90% of staff is proficient by EOY in GET 1B & 4 with special populations lesson planning checklist executed.

Evaluation Data Source: SchoolStatus

Performance Objective 2

Increase high focus special education group results to 50%

Evaluation Data Source: STAAR

Performance Objective 3

Increase high focus EB group results to 60%

Evaluation Data Source: STAAR

Strategy 1

Lesson planning for EB utilizing special pops planning checklist

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Host 2 PDs targeted to serving EB scholars. (One Fall semester and one Spring semester)

Formative Reviews

No Progress

November **March** **July**

Title I Summary

Title I Personnel

Name	Position	Program	FTE
SABRINA DEANNA PAUL	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	INTERVENTIONIST	School-wide Program	1

Committees

Committees

Student Learning

Meeting Logs

Date	Location	Sign In Sheet	Notes
June 2, 2025 @ 8:00 AM	Office	student learning.pdf	CNA Committes - student leqrning.pdf

Members

First Name	Last Name	Position	Committee Role
Kelia	Lopez	Teacher	Teacher
April	Ibarra	Teacher	Teacher
Christopher	Jackson	API	Admin

Perception

Meeting Logs

Date	Location	Sign In Sheet	Notes
June 2, 2025 @ 8:30 AM	304	perception.pdf	CNA Committes - Perception.pdf

Members

First Name	Last Name	Position	Committee Role
Asia	Arnold	Sped Teacher	Teacher
Bryant	Cardenas	Teacher	Teacher
Royale	Evans	School Counselor	Admin

Demographics

Meeting Logs

Date	Location	Sign In Sheet	Notes

June 2, 2025 @ 8:30 AM	Office	demographics.pdf	CNA Committes - demographics.pdf

Members

First Name	Last Name	Position	Committee Role
Rolando	Garza	Teacher	Teacher
Cinthya	Quinonez	Teacher	Teacher
Sydnee	Worlds	API	Admin

IDEA Public Schools



La Joya Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:55 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 17

Employee Data 18

Parent/Community Data 18

Support Systems and Other Data 18

Goals 19

Goal 1 : Improve Academic Achievement in Reading & Math STAAR Across All Grade Levels 20

Goal 2 : Improve Student Growth in DIBELS Across K-2nd Grade. 26

Goal 3 : Improve Language Development in TELPAS Across Emergent Bilingual Students 29

Goal 4 : Improve Annual Employee Satisfaction Survey Results Across Academy Staff 32

Goal 5 : Increase Student Enrollment 36

Goal 6 : Increase Student Attendance 39

Title I Summary 40

Title I Personnel 41

Comprehensive Needs Assessment

Demographics

Summary

IDEA La Joya's overall academy enrollment for 2024-2025 is currently at 662 students (92%). We service grades k indergarten – 5th grade. 81-kinder, 102-1st graders, 125-2nd grade, 123-3rd grade, 114-4th grade and 112-5th grade .

Our campus has experienced significantly low enrollment in Kinder, and 1st grade. Our staff believe that parents have chosen different outlets to educate their children. For example: home school, private school, and online school s.

Strengths

1. 100% of RISE persistence for the last 4 years
2. IDEA Thrive, Independent living, funding for RISE program, teacher/student ratio
3. 72% of our enrollment come from 2nd –5th grade

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Kinder and 1st grade are not meeting the 116 student projected enrollment.	The lack of promotion around our campus safety measures, counseling services, and extracurricular programs can significantly impact enrollment, particularly at the kindergarten and first-grade levels.
2 ★	There is a need to ensure equitable EB resources/ access to learning to our 558 (84%) of IDEA La Joya's EB scholars.	Our campus lack a clear support yearly plan of EB learners to ensure they all have access to the learning. The lack of support for Emerging Bilingual (EB) students can be a significant factor in low enrollment numbers. Families seeking inclusive and effective education for their children often prioritize schools that provide strong language development programs and culturally responsive support.

★ = Priority

Student Learning

Summary

Reading Growth (K–2):
At the beginning of the school year, **30% of students were on level as per our DIBELS BOY scores.**

According to our DIBELS end-of-year (EOY) soft goal of 70% composite score growth, the results by grade level are as follows:

Kindergarten: 51%
1st Grade: 70%
2nd Grade: 72%

Overall, **K–2 ended the year at 64%**, just 6 **percentage points short** of our 70% goal. With intensified early-year interventions, we aim to close this gap in the upcoming school year.

3rd–5th Grade Academic Performance:
In the spring mock assessments for grades 3–5, our scholars needed to earn 396 growth points in Domain 2 (combined Math and Reading) to meet the goal. They scored **198.5 points**, which is **50%** of the target. This leaves us **197.5 points short** of our growth goal.

As a result, **IDEA La Joya Academy is currently projected to receive an overall letter grade of C**. Final accountability ratings from the state are pending and will be determined based on STAAR results expected in **June–July**.

See PDF in Addendum for more information.

Strengths

1. **Mock TELPAS-53%**
2. **2nd grade 72% and 1st grade 70% Dibels on level reading levels**
3. **AR-68% Word Masters**
4. **Royal Reader-13%**

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	At the start of the school year, 0% of K-2nd grade staff demonstrated clear implementation of the Amplify curriculum.	There was a lack of defined roles and responsibilities, which contributed to inconsistent instructional delivery and limited progress monitoring across classrooms. The primary root cause was the absence of a clear and consistent system for data tracking, structured data conversations, and measurable growth goals.
2 ★	The percent of student achievement average in STAAR Math & Reading has not improved over the past 2 academic school years.	The root of this issue lies in limited coaching and systems for helping teachers fully implement engaging lessons and student support plans. There was no structured approach to ensure that teachers regularly reviewed and internalized Individualized Education Programs (IEPs), 504 plans, and RTI documentation. No consistent monitoring or coaching on teacher development.

★ = Priority

School Processes & Programs

Summary

Our overall GET data for the 2024-2025 is currently GET 1 Planning 3.48 (Proficient), GET 1 Differentiating the learning for Special Pops at NOVICE for 66% of our SPED/Support staff, GET 2 Culture 3.4 (Proficient), GET 3 students own learning (3.6) proficient and GET 4 monitoring the learning and using data at 3.6 (proficient).

We currently have a total of 5 Master Teachers (3 support staff, 1 upper grades and 1 lower grades). We also hav e currently 3 out of 5 TIA teachers with 2 out of 3 on “holds”.

Our campus has experienced significantly less coaching this year with many of School Boost ratings being done due to a compliance piece and not as part of weekly coaching cycle.

Strengths

1. Staff Retention has been met for the past 4 years- average of 90%.

2. IDEA parents rate IDEAS a 4.5 out of 5 in "My school is preparing my child for college".

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Campus Implementation PD Data is below 50% and unknown for other PDs.	Lack of tight loop coaching for teachers and instructional leaders alongside a lack of a campus wide systematic approach to accountability on PD implementation and measuring impact.
2 ★	SPED: Lesson preparation for in class SPED support is at a Novice level for 2 out of 3 SPED teachers. This had led to students not having access to learning. This has been the same for EB & RTI students.	Lack of high impact training aligned to GET 1C and 1D and lack of accountability for training implementation and impact.

★ = Priority

Perceptions

Summary

The overall persistence rate is 95%, with new persistence at 94.58%. Grade-level breakdowns show Kinder at 95.3%, 1st grade at 96.2%, 2nd grade at 96.9%, 3rd grade at 93.9%, 4th grade at 93.7%, and 5th grade at 94.1%. This represents the highest persistence data recorded at this point in the school year compared to the last three years.

Our overall staff retention rate for the 2024-2025 is currently at an 91%=46/42 for academy Out of the 4 staff members who left, 1 Assistant Principal of Instruction, 1 Teacher of Record in 1st grade and 2 Co-Teachers one in electives & and one in Kinder. Our Annual Employee Experience Survey results gave us an overall picture of how our campus rated across other RGV campuses with a 51% employee satisfaction agreeing IDEA is a Great Place to Work.

Our campus has experienced significantly low participation in campus events and initiatives among staff. About 36% of our teachers believe that favoritism, retaliation, and politicking are avoided as a way to get things done, which suggests a lack of trust and psychological safety that may be contributing to low staff engagement.

Strengths

1. 95% my work is meaningful.
2. 90% have one close friend at our campus from IDEA.
3. 92% feel that they are proud for what they accomplish.
4. 96.9% 2nd grade highest persistence on campus due to parent communication touchpoints (3 per quarter at 100%)

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	More than 40% our staff rated our campus low as being a mentally and healthy place to work.	Campus has deprioritized instructional professional development that will benefit teachers and GTLs to be successful in and outside the classroom. Training that is aligned to the Professional Development Ratings. (GET Ratings) Examples: differentiated pd, SEL curriculums, emotional intelligence trainings and support, norming on Discipline plan, teacher and student relationships, etc.
2 ★	36% of IDEA employees avoid favoritism, retaliation, and politicking as a way to get things done	Our campus has gradually deprioritized cultivating a strong school culture, and it's impacting trust, morale, and our sense of community 2. The campus has lacked clear policies and accountability measures, resulting in inconsistent decision-making and perceptions of unfairness among staff. Ex: Poor Communication Systems Ex: Promoting a Culture of Inclusion Ex: Feedback Systems quarterly

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Kinder and 1st grade are not meeting the 116 student projected enrollment.	The lack of promotion around our campus safety measures, counseling services, and extracurricular programs can significantly impact enrollment, particularly at the kindergarten and first-grade levels.
2 ★	There is a need to ensure equitable EB resources/ access to learning to our 558 (84%) of IDEA La Joya's EB scholars.	Our campus lack a clear support yearly plan of EB learners to ensure they all have access to the learning. The lack of support for Emerging Bilingual (EB) students can be a significant factor in low enrollment numbers. Families seeking inclusive and effective education for their children often prioritize schools that provide strong language development programs and culturally responsive support.
3 ★	At the start of the school year, 0% of K-2nd grade staff demonstrated clear implementation of the Amplify curriculum.	There was a lack of defined roles and responsibilities, which contributed to inconsistent instructional delivery and limited progress monitoring across classrooms. The primary root cause was the absence of a clear and consistent system for data tracking, structured data conversations, and measurable growth goals.
4 ★	The percent of student achievement average in STAAR Math & Reading has not improved over the past 2 academic school years.	The root of this issue lies in limited coaching and systems for helping teachers fully implement engaging lessons and student support plans. There was no structured approach to ensure that teachers regularly reviewed and internalized Individualized Education Programs (IEPs), 504 plans, and RTI documentation. No consistent monitoring or coaching on teacher development.
5 ★	SPED: Lesson preparation for in class SPED support is at a Novice level for 2 out of 3 SPED teachers. This had led to students not having access to learning. This has been the same for EB & RTI students.	Lack of high impact training aligned to GET 1C and 1D and lack of accountability for training implementation and impact.

6 ★	Campus Implementation PD Data is below 50% and unknown for other PDs.	Lack of tight loop coaching for teachers and instructional leaders alongside a lack of a campus wide systematic approach to accountability on PD implementation and measuring impact.
7 ★	More than 40% our staff rated our campus low as being a mentally and healthy place to work.	Campus has deprioritized instructional professional development that will benefit teachers and GTLs to be successful in and outside the classroom. Training that is aligned to the Professional Development Ratings. (GET Ratings) Examples: differentiated pd, SEL curriculums, emotional intelligence trainings and support, norming on Discipline plan, teacher and student relationships, etc.
8 ★	36% of IDEA employees avoid favoritism, retaliation, and politicking as a way to get things done	Our campus has gradually deprioritized cultivating a strong school culture, and it's impacting trust, morale, and our sense of community 2. The campus has lacked clear policies and accountability measures, resulting in inconsistent decision-making and perceptions of unfairness among staff. Ex: Poor Communication Systems Ex: Promoting a Culture of Inclusion Ex: Feedback Systems quarterly

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Other PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**

Goals

Goal 1 Improve Academic Achievement in Reading & Math STAAR Across All Grade Levels

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase the percentage of students in 4th and 5th grade "Meeting Growth Goal" on the STAAR Reading test from 55% to 65% by June 2026.

Evaluation Data Source: Unit Exams
Semester Exam
Mock Exam
STAAR Exam

Strategy 1 ☑ Targeted Support Strategy

Provide targeted small-group reading instruction for Tier 2 and Tier 3 students using research-based intervention programs led by classroom teachers and interventionists.

Strategy's Expected Result/Impact: Increase amount of students meeting growth goals.

Staff Responsible for Monitoring: 4th and 5th Homeroom Teachers
Intervention Teachers

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Targeted Reading Acceleration through Flex Teacher-Led Small Group Instruction

Strategy's Expected Result/Impact: Increase amount of students meeting growth goals

Staff Responsible for Monitoring: Instructional coaches and principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

No Progress

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The percent of student achievement average in STAAR Math & Reading has not improved over the past 2 academic school years.	The root of this issue lies in limited coaching and systems for helping teachers fully implement engaging lessons and student support plans. There was no structured approach to ensure that teachers regularly reviewed and internalized Individualized Education Programs (IEPs), 504 plans, and RTI documentation. No consistent monitoring or coaching on teacher development.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase the percentage of students in 4th and 5th grade "Meeting Growth Goal" on the STAAR Math test from 31% to 60% by June 2026.

Evaluation Data Source: Unit Exams
Semester Exam
Mock Exam
STAAR Exam

Strategy 1 ☑ Targeted Support Strategy

Provide targeted small-group math instruction for Tier 2 and Tier 3 students using research-based intervention programs led by classroom or flex teachers.

Strategy's Expected Result/Impact: Increase amount of students meeting growth goals.

Staff Responsible for Monitoring: Instructional Coaches & Principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

Targeted Math Acceleration through Flex Teacher-Led Small Group Instruction

Strategy's Expected Result/Impact: Increase amount of students meeting growth goals.

Staff Responsible for Monitoring: Instructional coaches and Principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The percent of student achievement average in STAAR Math & Reading has not improved over the past 2 academic school years.	The root of this issue lies in limited coaching and systems for helping teachers fully implement engaging lessons and student support plans. There was no structured approach to ensure that teachers regularly reviewed and internalized Individualized Education Programs (IEPs), 504 plans, and RTI documentation. No consistent monitoring or coaching on teacher development.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Increase the percentage of students in 3rd-5th grade "Meets Grade Level" on the STAAR Math and Reading test from 26% to 35% by June 2026.

Evaluation Data Source: EOM Exams
Unit Exams
Semester Exam
Mock Exam
STAAR Exam

Strategy 1 ☑ Targeted Support Strategy

Provide targeted whole group reading instruction for Tier 1 students using research-based intervention programs, like RBIS for RLA and Teach Big Writing, led by classroom teachers.

Strategy's Expected Result/Impact: Increase amount of students reaching Meets Grade Level

Staff Responsible for Monitoring: Instructional Coaches & Principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2 ☑ Targeted Support Strategy

Provide targeted individual academic feedback for Tier 1 students using academic monitoring tools.

Strategy's Expected Result/Impact: Increase number of meets students

Staff Responsible for Monitoring: Instructional Coaches

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 3 ☑ Targeted Support Strategy

Engage in Bi-Weekly Vertical Alignment Content Specific PLCs.

Strategy's Expected Result/Impact: Improve number of students reaching MEETS

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The percent of student achievement average in STAAR Math & Reading has not improved over the past 2 academic school years.	The root of this issue lies in limited coaching and systems for helping teachers fully implement engaging lessons and student support plans. There was no structured approach to ensure that teachers regularly reviewed and internalized Individualized Education Programs (IEPs), 504 plans, and RTI documentation. No consistent monitoring or coaching on teacher development.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Increase the percentage of SPED students in 4th-5th grade "Meeting Growth Goal " on the STAAR Math & Reading test from 23% to 55% by June 2026.

Evaluation Data Source: EOM Exams
Unit Exams
Semester Exam
Mock Exam
STAAR Exam

Strategy 1 ☑ Targeted Support Strategy

Provide targeted in class Tier 2 and T3 instruction using research-based intervention programs ,like RBIS and IXL, led by classroom/flex teachers.

Strategy's Expected Result/Impact: Increase number of special population students meeting growth goals

Staff Responsible for Monitoring: Instructional Coaches

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2 ☑ Targeted Support Strategy

Engage in Weekly SPED & General Education content alignment planning meetings.

Strategy's Expected Result/Impact: Increase number of SPED students meeting growth goals

Staff Responsible for Monitoring: SPED teacher and SPED Instructional Coach

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	SPED: Lesson preparation for in class SPED support is at a Novice level for 2 out of 3 SPED teachers. This had led to students not having access to learning. This has been the same for EB & RTI students.	Lack of high impact training aligned to GET 1C and 1D and lack of accountability for training implementation and impact.

Goal 2 Improve Student Growth in DIBELS Across K-2nd Grade.

Performance Objective 1 ☑ High Priority

Implement backwards planning and utilize small-group intervention for priority students, ensuring 100% of K-2 teachers plan, execute, and document reteach/intervention plans aligned to weekly DIBELS progress monitoring data by December 2026.

Evaluation Data Source: DIBELS MOY
DIBELS EOY
Progress Monitoring Assessments

Strategy 1

Provide targeted in class Tier 2 and T3 instruction using research-based intervention strategies led by teachers.

Strategy's Expected Result/Impact: Increase number of students meeting DIBELS target goals

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Student Learning 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

November	March	July

Strategy 2

Engage in Weekly Data Planning Meetings

Strategy's Expected Result/Impact: Increase number of students meeting DIBELS target goals

Staff Responsible for Monitoring: Instructional Coach

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	At the start of the school year, 0% of K-2nd grade staff demonstrated clear implementation of the Amplify curriculum.	There was a lack of defined roles and responsibilities, which contributed to inconsistent instructional delivery and limited progress monitoring across classrooms. The primary root cause was the absence of a clear and consistent system for data tracking, structured data conversations, and measurable growth goals.

Performance Objective 2

Ensure 1st- and 2nd-grade teachers meet with 100% of parents of all students identified as "Well-Below Benchmark" on MOY DIBELS by February 2026, to review current progress, provide home practice resources, and document next instructional steps in the campus MTSS tracker.

Evaluation Data Source: Parent Sign-In Sheets

Strategy 1

Create a Curriculum Night Scope and Sequence aligned to student learning objectives by quarter.

Strategy's Expected Result/Impact: Increase number of students meeting DIBELS growth targets

Staff Responsible for Monitoring: Content Leaders

Problem Statements: Student Learning 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	At the start of the school year, 0% of K-2nd grade staff demonstrated clear implementation of the Amplify curriculum.	There was a lack of defined roles and responsibilities, which contributed to inconsistent instructional delivery and limited progress monitoring across classrooms. The primary root cause was the absence of a clear and consistent system for data tracking, structured data conversations, and measurable growth goals.

Goal 3 Improve Language Development in TELPAS Across Emergent Bilingual Students

Performance Objective 1 ☑ High Priority

Increase the percentage of 3rd and 5th Students "Meeting Composite Growth" in TELPAS from 30% to 50% by March 2026

Evaluation Data Source: Summit Progress Reports
TELPAS Mock
TELPAS Data

Strategy 1 ☑ Targeted Support Strategy

Create a year long TELPAS acceleration language plan that targets instructional best practices for language acquisition.

Strategy's Expected Result/Impact: Increase number of students meeting growth in TELPAS compositive sores

Staff Responsible for Monitoring: EB Campus Leader

Problem Statements: Demographics 2

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	There is a need to ensure equitable EB resources/access to learning to our 558 (84%) of IDEA La Joya's EB scholars.	Our campus lack a clear support yearly plan of EB learners to ensure they all have access to the learning. The lack of support for Emerging Bilingual (EB) students can be a significant factor in low enrollment numbers. Families seeking inclusive and effective education for their children often prioritize schools that provide strong language development programs and culturally responsive support.

Performance Objective 2 ☑ High Priority

Ensure 100% of EB students complete a minimum of two targeted SummitK12 practice sessions per week by January 2026, with monthly progress reviews by teachers and grade team leaders

Evaluation Data Source: Summit Progress Reports

Strategy 1 ☑ Targeted Support Strategy

Academic Monitoring student writing proficiency using TEA Writing 3rd Grade Pre-requisites

Strategy's Expected Result/Impact: Increase in 2nd grade TELPAS Composite scores

Staff Responsible for Monitoring: EB Campus Leader

Problem Statements: Demographics 2 - Student Learning 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	There is a need to ensure equitable EB resources/access to learning to our 558 (84%) of IDEA La Joya's EB scholars.	Our campus lack a clear support yearly plan of EB learners to ensure they all have access to the learning. The lack of support for Emerging Bilingual (EB) students can be a significant factor in low enrollment numbers. Families seeking inclusive and effective education for their children often prioritize schools that provide strong language development programs and culturally responsive support.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The percent of student achievement average in STAAR Math & Reading has not improved over the past 2 academic school years.	The root of this issue lies in limited coaching and systems for helping teachers fully implement engaging lessons and student support plans. There was no structured approach to ensure that teachers regularly reviewed and internalized Individualized Education Programs (IEPs), 504 plans, and RTI documentation. No consistent monitoring or coaching on teacher development.

Goal 4 Improve Annual Employee Satisfaction Survey Results Across Academy Staff

Performance Objective 1 ☑ High Priority

Increase the percent of staff identifying "IDEA is a Great Place to Work " as per AESS from 50% to 85% by February 2025

Strategy 1

Create a Campus Wide Coaching Plan System: Roles & Responsibility, Roll Out, Monitoring and Adjusting.

Strategy's Expected Result/Impact: Improve student performance with targeted teacher coaching and fidelity

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Unpack district and campus staff handbooks and policy.

Strategy's Expected Result/Impact: Increase consistency and coherence

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus Implementation PD Data is below 50% and unknown for other PDs.	Lack of tight loop coaching for teachers and instructional leaders alongside a lack of a campus wide systematic approach to accountability on PD implementation and measuring impact.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	More than 40% our staff rated our campus low as being a mentally and healthy place to work.	Campus has deprioritized instructional professional development that will benefit teachers and GTLs to be successful in and outside the classroom. Training that is aligned to the Professional Development Ratings. (GET Ratings) Examples: differentiated pd, SEL curriculums, emotional intelligence trainings and support, norming on Discipline plan, teacher and student relationships, etc.
2	36% of IDEA employees avoid favoritism, retaliation, and politicking as a way to get things done	Our campus has gradually deprioritized cultivating a strong school culture, and it's impacting trust, morale, and our sense of community 2. The campus has lacked clear policies and accountability measures, resulting in inconsistent decision-making and perceptions of unfairness among staff. Ex: Poor Communication Systems Ex: Promoting a Culture of Inclusion Ex: Feedback Systems quarterly

Performance Objective 2

Utilizing campus incentives and monthly recognitions decrease the percentage of teacher absenteeism by 10% or to 5 days absence per teacher by May 2026

Evaluation Data Source: Frontline Teacher Absenteeism Report

Strategy 1

Conduct monthly teacher ADA recognition for high performers.

Strategy's Expected Result/Impact: Improve teacher attendance

Staff Responsible for Monitoring: Principals, Administrative Assistant

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

No Progress

November	March	July

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	36% of IDEA employees avoid favoritism, retaliation, and politicking as a way to get things done	Our campus has gradually deprioritized cultivating a strong school culture, and it's impacting trust, morale, and our sense of community 2. The campus has lacked clear policies and accountability measures, resulting in inconsistent decision-making and perceptions of unfairness among staff. Ex: Poor Communication Systems Ex: Promoting a Culture of Inclusion Ex: Feedback Systems quarterly

Performance Objective 3 ☑ High Priority

Ensure 100% of teachers are rated on GET Rubric 3: Ownership with an aligned teacher action step following each observation, and that at least 90% of teachers achieve a "Proficient" or higher rating by December 2025, as evidenced by coaching tracker data and observation feedback forms.

Evaluation Data Source: SchoolStatus Report GET 3

Strategy 1

Lead instructional team will conduct weekly instructional rounds rating teachers on GET 3 and

employ individual teacher coaching cycles.

Strategy's Expected Result/Impact: Improved teacher and student performance

Staff Responsible for Monitoring: Principal, Assistant Principal, Principal of Residence

Problem Statements: School Processes & Programs 1 - Perceptions 1

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, Lever 5: Effective Instruction

Formative Reviews

No Progress

November	March	July

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus Implementation PD Data is below 50% and unknown for other PDs.	Lack of tight loop coaching for teachers and instructional leaders alongside a lack of a campus wide systematic approach to accountability on PD implementation and measuring impact.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	More than 40% our staff rated our campus low as being a mentally and healthy place to work.	Campus has deprioritized instructional professional development that will benefit teachers and GTLs to be successful in and outside the classroom. Training that is aligned to the Professional Development Ratings. (GET Ratings) Examples: differentiated pd, SEL curriculums, emotional intelligence trainings and support, norming on Discipline plan, teacher and student relationships, etc.

Goal 5 Increase Student Enrollment

Performance Objective 1 ☑ High Priority

Increase the percent of staff engaging in SEL Delivery through " Move This World Engagement" from 80% to 90% by May 2026.

Evaluation Data Source: Move This World Weekly Progress Monitoring
Campus based MTW and Morning Meeting monitoring tools

Strategy 1

Daily campus wide coaching, monitoring and follow up.

Strategy's Expected Result/Impact: Increase student engagement in MTW and Morning Meeting participation

Staff Responsible for Monitoring: School Counselor

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	More than 40% our staff rated our campus low as being a mentally and healthy place to work.	Campus has deprioritized instructional professional development that will benefit teachers and GTLs to be successful in and outside the classroom. Training that is aligned to the Professional Development Ratings. (GET Ratings) Examples: differentiated pd, SEL curriculums, emotional intelligence trainings and support, norming on Discipline plan, teacher and student relationships, etc.

Performance Objective 2 ☑ High Priority

87% of IDEA La Joya students enrolled during the 25-26 school year will persist and return for the start of the 26-27 school year.

Evaluation Data Source: Persistence Tracker
Student/Teacher Surveys
MTSS Tracker

Strategy 1

Create, roll out and monitor the implementation of a script and implementation tool

Strategy's Expected Result/Impact: Decrease number of students with Tier 2 behaviors, Tier 2 ADA and Tier 2 Academics by 5%.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1 - Perceptions 1

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

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Kinder and 1st grade are not meeting the 116 student projected enrollment.	The lack of promotion around our campus safety measures, counseling services, and extracurricular programs can significantly impact enrollment, particularly at the kindergarten and first-grade levels.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	More than 40% our staff rated our campus low as being a mentally and healthy place to work.	Campus has deprioritized instructional professional development that will benefit teachers and GTLs to be successful in and outside the classroom. Training that is aligned to the Professional Development Ratings. (GET Ratings) Examples: differentiated pd, SEL curriculums, emotional intelligence trainings and support, norming on Discipline plan, teacher and student relationships, etc.

Goal 6 Increase Student Attendance

Performance Objective 1 ☑ High Priority

Ensure ongoing quarterly ADA celebrations for homeroom teachers and classes achieving and/or meeting 94.2% ADA.

Evaluation Data Source: Number of parent meetings, home visits, and completion of ADA EM tracker

Strategy 1

APO will set time for home visits and to implement calling center for daily calls

Strategy's Expected Result/Impact: Increase ADA %, decrease in chronic absenteeism

Staff Responsible for Monitoring: Assistant Principal of Operations

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

	November	March	July
Some Progress			

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ANTHONY SEPULVEDA	TEACHER - INTERVENTIONIST	School-wide Program	1
GENESIS SELENA CANTU	COTEACHER	School-wide Program	1
JACLYN LOPEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
LORENA PAOLA GARZA	COTEACHER	School-wide Program	1
OLGA LISETTE GONZALEZ	COTEACHER	School-wide Program	1
SUELEMMA MERCEDES MARTINEZ	COTEACHER	School-wide Program	1

IDEA Public Schools



La Joya College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:56 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 49

Perceptions 53

Goals 56

Goal 1 : Improve student academic achievement in Reading and Math across all grade lev... 57

Goal 2 : Increase Student Persistence 59

Goal 3 : Increase Student attendance 62

Goal 4 : Increase Staff Retention 64

Goal 5 : Increase Student Enrollment 66

Title I Summary 67

Title I Personnel 68

Comprehensive Needs Assessment

Demographics

Summary

IDEA La Joya's overall College Prep enrollment for 2024-2025 is currently at 342 students (95%). We service grades 6th – 9th grade. 69-6th graders, 85-7th graders, 91-8th graders, 87-9th graders.

Here is out data for student, staff and community:

IDEA La Joya	
Comprehensive Needs Assessment	
College Prep	
Data Source: School Culture and Climate	
	Campus %
% Average Daily Attendance	93.55%
% Overall Persistence	90.21%
% New Student Persistence	83.33%
# of Admin Withdrawals/ Level 3 Offenses	0%
% SPED	21.22%
% ESL	1.45%
% Eco Dis	91.28%
% Migrant	2.91%
% Race: American-Indian-Alaska-Native	0
% Asian	0.58%
% White-Hispanic	100%
% Multi	0

% Black-African-American	0
% Native-Hawaiian-Pacific-Islander	0
% White	1.45%
% Male	48.26%
% Female	51.74%

- Teacher Retention 89.47%
- CCMR: not needed
- Student incidents 24-25 school year: 70; 5.21%
- All paraprofessionals have a bachelors degree.

Strengths

· 9th grade persistence was the highest all year (96%)

· 76% of our enrollment come from 7th –9th grade

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	6th grade is not meeting the 90-student projected enrollment.	The lack of promotion around our campus safety measures, counseling services, and extracurricular programs can significantly impact enrollment. If they are not part of our campus, the students want to stay with their friend circle. Parents today are increasingly prioritizing not just academics but what their child desires. When schools fail to effectively communicate the availability of
2	250 (73%) of IDEA La Joya's EB parents may feel that their children lack support.	The lack of support for Emerging Bilingual (EB) students can be a significant factor in low enrollment numbers. Families seeking inclusive and effective education for their children often prioritize schools that provide strong language development programs and culture

★ = Priority

Student Learning

Summary

Below is the data for ELA STAAR results and RENSTAR exam (internal Lexile exam):

% Meeting CSI Goal	Reading CP CSI
% CSI (EOY Ren.)	58%
% of CSI Passing STAAR	pending
% of SPED Passing STA	pending

IDEA La Joya CP reached a 58% of students growing 2 years in reading level indicating that the CSI program is not being implemented effectively.

Interim Assessment Data								
Content/Grade Level	RLA		Math		Science		Humanities	
	Current	Projection	Current	Projection	Current	Projection	Current	Projection
6th	56|41|19 (39)	78|58|29	28|18|2 (32)	92|30|14(45)				
%								
6th	33|24|11	46| 34|17	17|11|1	54| 17|8				
#'s								
7th	42|31|17 (30)	57|40|19	30|22|10	71|39|10(40)				
%								
7th	27|20|11	45|31|15	22|16|7	56| 31|8				
#'s								
8th	56|35|26 (39)	83|56|25	33|16|3	71|39|10(40)	62|43|16	98|76|13(62)	49|29|19	57|23|6
%					40		32	
8th	43|27|20	66|45|20	31|15|3	69|23|5	57|40|15	85|66|11(87)	29|23|15	45|18|5
#'s								
9th	55|44|22 (40)	66|46|19						
%								
9th	40|32|16	56|39|16						
#'s								

Mock Data								
Content/Grade Level	RLA		Math		Science		Humanities	
	Current	Projection	Current	Projection	Current	Projection	Current	Projection
6th	68|43|10 (40)	78|58|29	47|14|2 (21)	92|30|14(45)				
%								

6th	33|24|11	46| 34|17	29|9|1	54| 17|8				
#'s								
7th	56|36|16 (36)	57|40|19	30|22|10	71|39|10(40)				
%								
7th	27|20|11	45|31|15	22|16|7	56| 31|8				
#'s								
8th	72|44|16 (44)	83|56|25	33|16|3	71|39|10(40)	62|43|16	98|76|13(62)	49|29|19	57|23|6
%					40		32	
8th	43|27|20	66|45|20	31|15|3	69|23|5	57|40|15	85|66|11(87)	29|23|15	45|18|5
#'s								
9th	59|40|11 (37)	66|46|19						
%								
9th	40|32|16	56|39|16						
#'s								

STAAR Achievement Data								
	RLA		Math		Science		Humanities	
Content/ Grade Level	Projection	Final STAAR	Projection	Final STAAR	Current	Projection	Current	Projection
6th	78/68/2	62/38/9 (37)	92|30|14(45	74/21/6 (34)				
7th	57|40|19	67/38/14 (40)	71|39|10(40)	52/32/12 (32)				
8th	83|56|25	67/41/17 (42)	71|39|10(40	72/26/10 (36)	98|76|13(62)	82/36/5 (41)	57|23|6	45/15/5 (22)
#'s								
9th	66|46|19	62/46/13 (40)						
%								

STAAR Results - Last Year vs Current Year

Grade & Subject	LY (2023-2024)	CY (2024-2025)	Change
6th ELA	56 / 41 / 15	62 / 38 / 9	+6 / -3 / -6
6th Math	58 / 17 / 2	74 / 21 / 6	**+16 / +4 / +4**
7th ELA	57 / 35 / 15	67 / 38 / 14	**+10 / +3** / -1
7th Math	61 / 28 / 4	52 / 32 / 12	-9 / **+4 / +8**
8th ELA	77 / 53 / 24	67 / 41 / 17	**-10 / -12 / -7**
8th Social Studies	44 / 18 / 5	45 / 15 / 5	**+1 / -3 / 0**
Algebra I	75 / 28 / 11	72 / 26 / 8	**-3 / -2 / -3**
Biology	91 / 47 / 9	82 / 36 / 5	**-9 / -11 / -4**
English I	-	62 / 46 / 13	New data

1. Significant Gap Between Projection and Performance

- Every grade level and content area shows underperformance compared to projections, especially in 6th and 8th grades.

- Particularly in Math and Science, there's a large drop from the high expectations.

2. 6th and 8th Grades Need Targeted Support

- 6th grade RLA and Math underperformed drastically from projections.
- 8th grade Science and RLA showed the largest drop-off from expected performance.

3. Projections May Have Been Overly Ambitious

- The consistent gap suggests that projections might not have been aligned with formative data or prior performance trends.
- Re-evaluation of benchmark systems or projection methods may be needed.

TELPAS

Mock TELPAS Overall Composite Growth							
% Did Not Show Required Growth		% Showed 1 Composite Level Growth		% Showed 2 Composite Level Growth		Did your campus meet the Growth Goal?	
56% (121)		39% (84)		0% (0)		No (Goal: 44% - Campus: 39%)	
Mock TELPAS Results by Domain							
# tested Listening	% Regressed 3 levels	% Regressed 2 levels	% Regressed 1 level	Remained the same	% Showed 1 level of growth	% Showed 2 levels of growth	% Showed 3 levels of growth
216	0% (0)	0% (0)	4.17% (14)	36.57% (79)	44.44% (96)	14.81% (32)	0
# tested Speaking	% Regressed 3 levels	% Regressed 2 levels	% Regressed 1 level	Remained the same	% Showed 1 level of growth	% Showed 2 levels of growth	% Showed 3 levels of growth
217	0% (0)	.93% (4)	6.48% (14)	37.50% (81)	50.46% (109)	4.63% (20)	0%(0)
#tested Reading	% Regressed 3 levels	% Regressed 2 levels	% Regressed 1 level	Remained the same	% Showed 1 level of growth	% Showed 2 levels of growth	% Showed 3 levels of growth
217	0% (0)	0% (0)	21.20% (46)	49.77% (108)	25.81% (56)	3.23% (7)	0% (0)
# tested Writing	% Regressed 3 levels	% Regressed 2 levels	% Regressed 1 level	Remained the same	% Showed 1 level of growth	% Showed 2 levels of growth	% Showed 3 levels of growth
217	0% (0)	1.38% (3)	25.81% (56)	53% (115)	19.35% (42)	.46% (1)	0% (0)

Analyze Gaps (Select the highest priority language domain in which students had the highest % of regression or no growth)

Outcomes

Language Doman and % Mastery

Language Domain:
Reading

% of students regressed 1 or more levels:
21% (46 students) regressed 1 level

% of students who did not grow:

50% (108 students) remained the same.

Language Domain:
Writing

% of students regressed 1 or more levels: 26% (56 students) regressed 1 level.

% of students who did not grow: 53% (42 students) remained the same.

TELPAS growth report has not been updated based on student achievement data. Final results will be updated once data is analyzed to evaluate growth.

Strengths

Content	Areas of Strength
Reading/ ELA	1. Teachers are well versed on lesson internalization and collaborate to oversee alignment of writing methods used across grade levels. 2. 3 out of 4 teachers aggressively monitor and track laps aligned to key points from lesson objective.

	3. Teachers integrated weekly essays and short constructed response practice.
Math	1. Teachers identified high priority standards and foundation skills needed to master standards. 2. Dily foundation skill practice during first 7 minutes of class.
Humanities	1. Embedded writing activities with daily practice of open response questions. 2. Students tracked their ET data daily. 3. Teacher differentiated instruction in various was to make content engaging and gain student investment.
Science	1. Strong lesson delivery and classroom management with precise execution of procedures. 2. Teacher embedded writing activities to promote literacy. 3. Use of STAAR aligned curriculum for weekly assessment and high priority standard practice.
TELPAS	1. Summit K-12 began in January for EB students during academic block. 2. Teachers lead TELPAS tutorials three times a week to support with reteaching and guided practice of speaking and writing questions using Summit K platform.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Teachers lack knowledge of increasing rigor during instruction and independent practice.	Teachers have not received adequate training on how to deliver rigorous instruction and often focus primarily on addressing language gaps, rather than deepening content rigor.
2	Teachers lack practice on how to make data-based adjustments after instruction.	Teachers require more training on how to use student performance data from daily assessments and adjust instruction or arc of learning. They require more training on how to respond to student data.
3	Teachers did not have consistent coaching to improve on deepening content rigor.	With only one assistant principal of instruction on campus, balancing behavioral management and other campus priorities posed a challenge, resulting in inconsistencies in the implementation of the coaching cycle.

★ = Priority

School Processes & Programs

Summary

At IDEA La Joya College Prep, we are proud of the intentional academic and support systems implemented during the 2024–2025 school year. Our instructional programs were strengthened by both curriculum alignment and supplemental tools, ensuring every student had access to rigorous and engaging learning experiences.

Mathematics

Students engaged with the district-created curriculum, structured around unit-based workbooks. To enrich learning and provide targeted practice, the district supplemented instruction with TEKS-aligned tools such as Sirius, Cambium, and IXL. Students also took online unit assessments via Edcite, preparing them for STAAR's digital testing environment and reinforcing test-taking stamina.

Reading Language Arts (RLA)

In grades 6–8, students utilized the Wit & Wisdom curriculum, which is novel-based and emphasizes open-ended responses across a range of genres. To ensure skill-based reinforcement, we incorporated supplemental resources including Sirius, IXL, i-Ready, and ThinkUp. Assessments were administered online through Edcite to mirror state test formats. This year, warm-up Do Nows focused on revising and editing were added to daily routines to strengthen writing mechanics and grammar.

Special Education Services

SPED support was intentionally structured:

- Each SPED teacher was assigned a full caseload by grade (6th, 7th, 8th), while 9th-grade caseloads were divided evenly.
- Each teacher supported both math and RLA for their scholars, ensuring consistency in service.
- Dyslexia minutes and IEP minutes were met with fidelity, supporting student growth across all content areas.

Reading Intervention (CSI)

To address foundational reading gaps, we served 90 scholars through Direct Instruction programming (Decoding A, B1, B2, and Reading Success). Students received 45 minutes of daily intervention focused on decoding and fluency, with measurable gains in literacy skills.

Professional Development (PD)

PD this year focused on strengthening classroom instruction and school culture. Teachers participated in monthly sessions targeting:

- Aggressive monitoring
- Behavior management
- Lesson internalization
- Data analysis

While we followed a set PD calendar, we remained responsive. Sessions were adapted based on real-time data, STAAR preparation needs, or emerging campus-wide priorities. This flexible structure ensured PD remained relevant and actionable.

Mechanisms for Staff Development

We implemented systems to calibrate expectations, build teacher capacity, and ensure alignment across classrooms:

- **Culture Rounds** (Weekly): Focused on classroom climate, systems, and behavioral responsiveness.
- **Instructional Rounds** (Twice Weekly): Focused on lesson delivery, formative assessment use, and re-teach execution.
- **Daily Huddle** (Monday–Friday): Lead team gathered to name priorities and track operational and academic effectiveness.

Extracurricular Activities

To foster a well-rounded student experience, we offered:

- **Athletics**: Volleyball, flag football, basketball, soccer, and track
- **Clubs**: Dance, cheerleading, culinary arts, and arts & crafts

These programs enhanced student confidence, communication, leadership, and time management skills—directly impacting academic engagement.

Technology Integration

We leveraged technology daily to enhance instruction and support learning needs:

- Communication and engagement were streamlined via Microsoft Teams.
- Instruction was supplemented by Typing.com, Imagine Math, Sirius, IXL, and Imagine Learning.
- Accelerated Reader supported reading proficiency, while programs like Rosetta Stone, Summit K-12, and DuoLingo served our Emergent Bilinguals.

Class Schedules

6th–7th Grade

- 90-minute core classes
- Courses: RLA, Math, PE, World Cultures (6), Texas History (7), AR/HotSpot

8th Grade

- 60-minute classes
- Courses: RLA, Algebra I, Biology, U.S. History, Touch Systems Data Entry, Professional Communications

9th Grade

- 75-minute classes
- Courses: English I, Geometry, Chemistry, AP Human Geography, AP Computer Science Principles, Art I, RTTC I

Teacher Development

New Teacher Onboarding:
New staff began their journey at IDEA through New Teacher Institute, which focused on building foundational skills in instruction and classroom culture.

Ongoing PD and Coaching:

- Monthly PD targeted core practices: aggressive monitoring, expectations setting, and data-driven re-teaching.
- Teachers also attended district PD and monthly course collaborations for content alignment.

Weekly Coaching and Support:

- Weekly coaching aligned to walkthrough feedback and teacher goals
- Co-planning, Friday lesson plan clinics, and rehearsals supported instructional delivery
- Intensified development plans provided 2–3 weekly sessions for teachers needing targeted support

Leader Development

Leadership growth was rooted in the School Leadership Levers (SLLs).

- Development plans were crafted annually to focus on key levers
- Weekly coaching included role plays, culture and instructional rounds, and modeling conversations

- Field check-ins and feedback rounds helped leaders refine their lens and develop aligned action steps

Reflection

This year at IDEA La Joya College Prep was marked by intentional design, responsiveness, and a deep commitment to instructional excellence and student growth. We faced challenges—particularly in addressing unfinished learning and meeting the diverse needs of our scholars—but through collaboration, consistency, and a relentless pursuit of growth, we have emerged stronger.

As we move forward, we remain committed to refining our systems, elevating instructional quality, and building a joyful, achievement-oriented culture for all.

Strengths

Throughout this school year, IDEA La Joya College Prep has demonstrated meaningful growth driven by intentional systems, data-responsive instruction, and a strong culture of professional development. The following strengths showcase our campus's commitment to academic excellence and continuous improvement:

1. Targeted Professional Development with Measurable Impact

This year, professional development was more than a calendar event—it was a lever for transformation. Sessions were designed with precision, directly tied to observed instructional needs and grounded in campus-wide data. Our leadership team consistently monitored the impact of PD through weekly instructional rounds, allowing for timely adjustments and individual coaching. As a result, we saw clear improvements in classroom practice, including increased student engagement, more rigorous checks for understanding, and tighter execution of re-teach strategies. The feedback loop between professional learning and instructional growth was evident and sustained.

2. Accelerated Reading Growth Through Strategic Intervention

Our campus made bold strides in literacy through a high-impact intervention program. Serving 90 students with daily direct instruction (Decoding A, B1, B2, and Reading Success), we aimed to close foundational gaps and reignite a love of reading. By year's end, **58% of students in the program demonstrated accelerated growth**, increasing two or more grade levels in reading proficiency. This outcome not only exceeded program goals but also reinforced the power of intentional, data-aligned intervention to transform student trajectories.

3. Curriculum Adaptation Leading to Secondary Success in RLA

Recognizing the need for more alignment between daily instruction and STAAR expectations, our RLA team worked diligently to adapt the Wit & Wisdom curriculum without compromising its depth. By integrating skill-based practice, TEKS-aligned resources, and online assessments via Edcite, we struck a balance between authentic learning and test readiness. The result: our current **7th-grade cohort achieved an 11-point gain in STAAR performance**, a significant year-over-year increase that speaks directly to the power of responsive curriculum leadership and effective instructional execution.

4. Data-Driven Math Instruction Yielding Substantial Gains

In math, our 6th-grade team modeled what it means to teach with intentionality and precision. Weekly data dives informed lesson planning, small-group instruction, and the strategic use of practice tools like IXL, Cambium, and Sirius. These efforts led to tangible results: a 9-point increase in SAS scores compared to the previous year. This growth reflects the strength of our teaching and learning cycle—from assessment, to planning, to aggressive monitoring and re-teaching. Students not only gained content knowledge but developed the confidence and habits of mathematical thinkers.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	There was an inconsistent execution of schoolwide mechanisms--such as instructional rounds, and tactical meetings--which limited the ability to track, follow up, and drive progress on action steps.	Campus leaders lacked systems for consistently monitoring implementation of next steps. This resulted from unclear ownership structures and limited role-specific development in executing follow-up actions with fidelity.
2	Math teachers struggled to effectively adapt the curriculum to meet student needs in scaffolding, fluency, and reteaching--especially in response to STAAR's revised format and item types.	Teachers were not adequately trained on how to adjust instructional delivery in response to the redesigned STAAR format. Campus leadership did not invest sufficiently in aligned coaching and curriculum-based professional development throughout the year.
3	There was a lack of alignment between core instruction and academic support structures such as intervention, tutoring, and Saturday school, which resulted in inconsistent reinforcement of key content and skills.	The root cause was inconsistent collaboration between teachers and support staff, paired with a lack of ongoing monitoring by leaders to ensure alignment of instructional goals, materials, and student progress across all academic support settings.

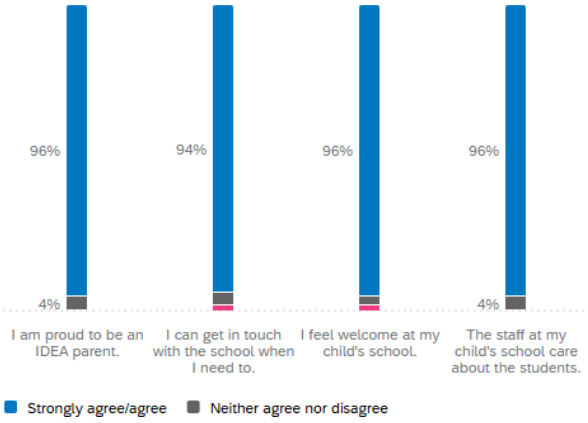
 = Priority

Perceptions

Summary

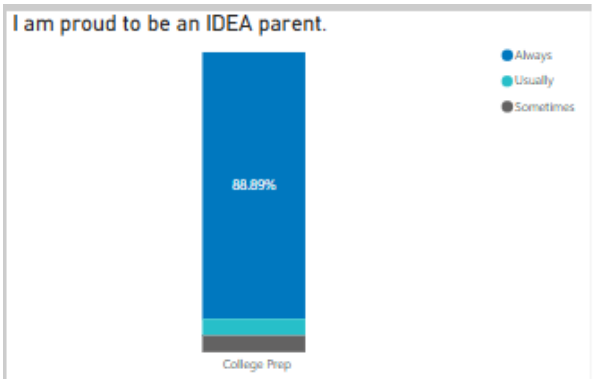
For the 2024-2025 school year, 7th grade experienced the lowest student persistence, with a 13% decline in enrollment. Despite this, overall student conflict has remained low, thanks in part to effective conflict resolution sessions, mediation sessions, and classroom guidance lessons led by the school counselor. Parent engagement has been strong for events showcasing student achievements and providing opportunities for family interaction; however, attendance at informational sessions, report card nights, and town halls remains low. Staff retention goals were successfully met, and staff remain committed to student academic success. On average, staff absences were not considerable. Community partnerships were utilized effectively this year by involving partners in events such as Trunk or Treat, College and Career Fair, Red Ribbon Week, mentorship program with La Joya Police Department, All Abilities Parade, and Summer Farmers Market.

Strengths

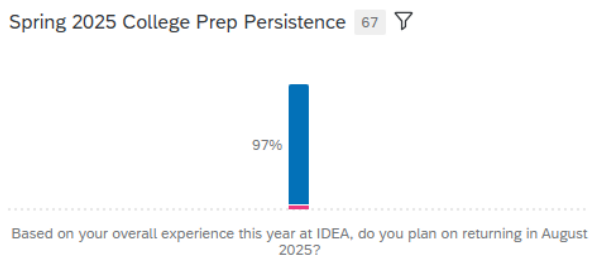


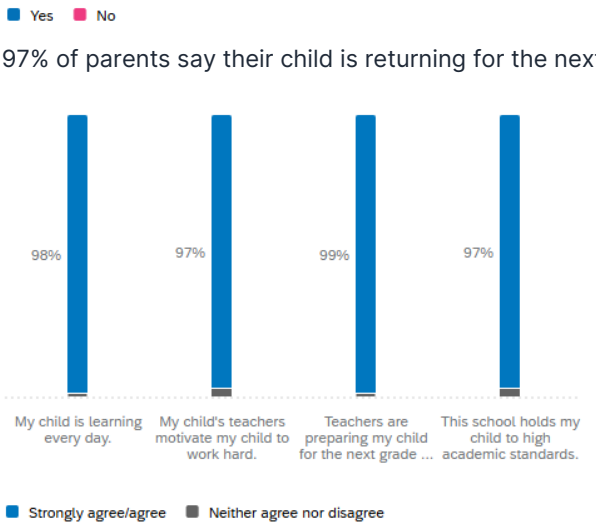
(2025 Spring)

>93% of parents are proud parents that feel welcome and feel that their child is cared for at IDEA La Joya C.P., which is almost a 10% increase from last year.



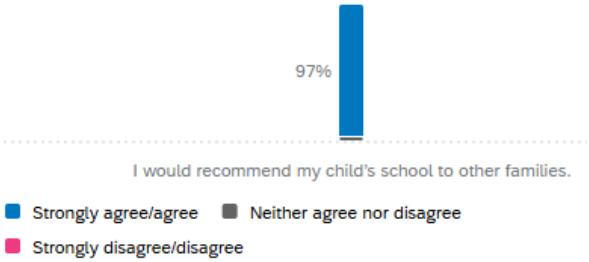
(2024 Spring)





97% of parents say their child is returning for the next school year.

>96% of parents say that they feel their child is learning daily and is being prepared for subsequent school years by holding them to high academic standards.



97% of parents would recommend our campus to others.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Parent participation/attendance in campus informational meetings is very low in comparison to campus events involving student highlights.	Parents do not see informational meetings as relevant or beneficial, especially when content is not tailored to their specific needs. Traditional or lecture-style meetings may feel unengaging if there is limited opportunity for dialogue or participation.
2	Seventh grade experienced the greatest decrease in enrollment in comparison to the other grade levels.	Nearby middle schools may attract students with specialized programs and sports that begin when students are in 7th grade.

★ = Priority

Goals

Goal 1 Improve student academic achievement in Reading and Math across all grade levels.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase the percentage of students in 6th grade "Meets Grade Level" on the STAAR reading test from 38% to 45% by June 2026.

Evaluation Data Source: Unit Exams
Semester Exams
Mock Exams
STAAR Exams

Strategy 1

Provide targeted small-group reading instruction for Tier 2 and Tier 3 students using research-based intervention programs led by classroom teachers and interventionists.

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2

Increase the percentage of students in 6th grade "Meets Grade Level" on the STAAR math test from 21% to 45% by June 2026.

Strategy 1

Provide targeted small-group reading instruction for Tier 2 and Tier 3 students using research-based intervention programs led by classroom teachers and interventionists.

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 3

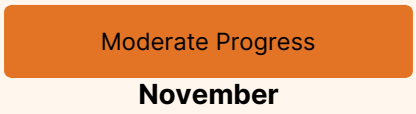
Close the achievement gaps for SPED and EB students by achieving a 3- point average SAS growth for

both supbgroups in reading and math.

Strategy 1

Provide targeted small-group reading instruction and tutoring using research-based intervention programs led by classroom teachers and interventionists.

Formative Reviews



Goal 2 Increase Student Persistence

Performance Objective 1

IA & CP: 100% of schools 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))

Strategy 1

Provide necessary materials to parents (based on meeting) to help keep them motivated during meeting.

Strategy's Expected Result/Impact: Families will be able to understand information being presented at meeting.

Staff Responsible for Monitoring: School Counselor
Principal
Assistant Principal

Formative Reviews



Performance Objective 2

CP: Campus receive a score of proficient or higher on the campus safety scorecard for the 2025-2026 school year.

Evaluation Data Source: Score card score

Strategy 1

Execute at all drills and routine safety protocols to maintain a safe campus.

Strategy's Expected Result/Impact: Proficient scoring on safety scorecard

Staff Responsible for Monitoring: Principal, Crisis Team, and All staff and Faculty

Formative Reviews



Performance Objective 3

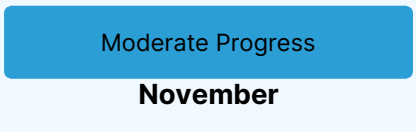
Ensure 100% of students are consistently recognized and celebrated for positive choices by leading PBIS implementation with fidelity and coordinating quarterly Good Life Celebrations.

Evaluation Data Source: PBIS platform

Strategy 1

Implement a campus-wide PBIS recognition system with fidelity by establishing clear expectations for student recognition, monitoring staff participation through the PBIS platform, and ensuring all students receive consistent positive acknowledgments. PBIS data will be reviewed regularly to track recognition trends and equity across grade levels. Quarterly Good Life Celebrations will be coordinated to celebrate positive behavior, attendance, and academic growth, reinforcing campus culture and student engagement.

Formative Reviews



Performance Objective 4

Decrease student leaver data aligned to student culture by 5% implementing Move This World SEL curriculum to increase student connection, emotional regulation, and resiliency, contributing to persistence.

Evaluation Data Source: PowerBi and Move this World Dashboard

Strategy 1

Implement the Move This World SEL curriculum with fidelity by embedding daily SEL practices into classroom routines and advisory periods. Campus leadership will monitor implementation through walkthroughs, lesson plans, and the Move This World dashboard to ensure consistent delivery. SEL data, attendance trends, and student feedback will be reviewed to identify students needing additional support and to strengthen student connection, resiliency, and persistence, contributing to a reduction in student leaver data.

Formative Reviews

November	March	July
Moderate Progress		

Goal 3 Increase Student attendance

Performance Objective 1

Reduce chronic absenteeism rate among student population from 20% (2024-2025) to 18% or less by the end of the 25-26 academic year.

Strategy 1

Leverage district approve ADA escalation matrix to ensure structured and accountability for students missing multiple days of instruction.

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

GTL will lead ADA huddles strategy focused on early identification, personalized family outreach, and consistent incentives to reduce chronic absenteeism from 20% to 15% or less by the end of the 2025-2026 school year.

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2

Host monthly parent meetings and provide targeted family outreach to address attendance concerns, with a goal of reducing chronic absenteeism by 2% each quarter.

Evaluation Data Source: PowerBi ADA dashboard

Strategy 1

Use monthly parent meetings and targeted family outreach informed by PowerBI ADA data to address attendance concerns, provide support and expectations, and monitor student progress in order to reduce chronic absenteeism by 2% each quarter

Formative Reviews

November	March	July
Moderate Progress		

Goal 4 Increase Staff Retention

Performance Objective 1

100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2, and annual performance reviews during the 25-26 school year.

Strategy 1

Communicate regarding each staff development cycle is sent a month in advance of each cycle's start date.

Strategy's Expected Result/Impact: All staff is aware of their development

Staff Responsible for Monitoring: Principal, Assistant Principal and College Counselor

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 2

CP staff will be able to utilize MTSS to aid in managing behavior in the classroom. The number of behavior referrals will decrease by 30% by 2025-2026 academic year.

Evaluation Data Source: PBIS
BRS
Power School

Strategy 1

The principal will lead the implementation of a campus-wide MTSS behavior system through staff training, data-driven coaching, and targeted interventions to reduce behavior referrals by 30% by the end of the 2025-2026 school yea

Strategy's Expected Result/Impact: Staff retention above goal to promote positive school culture.

Staff Responsible for Monitoring: Principal, SC, and APIs

Formative Reviews

Moderate Progress

November	March	July

Goal 5 Increase Student Enrollment

Performance Objective 1 ☑ High Priority

Meet 100% student enrollment at 480 students for 2025-2026

Evaluation Data Source: Applications, offers and registration data on STREAM.

Strategy 1

Assistant Principal of Operations will receive coaching on enrollment plans, responsibility accountability and OCS enrollment huddles.

Strategy's Expected Result/Impact: Meeting enrollment for 25-26

Staff Responsible for Monitoring: Principal, APO, Operation staff

Formative Reviews

✓ Accomplished

November	March	July

Performance Objective 2

CP: 100% of staff will participate in at least 2 recruitment events for 25-26 school year.

Evaluation Data Source: Calendar invites, sign in sheets

Strategy 1

Assistant Principal of Operations will train in BOY on recruitment events and align it to GET 5; monitoring teachers attending recruitment.

Strategy's Expected Result/Impact: Meeting enrollment for 25-26 school year

Staff Responsible for Monitoring: Principal, APO, EC, API

Formative Reviews

Moderate Progress

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
YARITZA YAMILEX GONZALEZ	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Lake Houston Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:58 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Data Documentation for CNA 4

Improvement Planning Data 5

Accountability Data 5

Student Data: Assessments 5

Goals 6

Goal 1 : Increase the percentage of Meets on the Math STAAR exam 7

Goal 2 : Increase the percentage of Meets on the ELA STAAR exam 9

Goal 3 : Increase Foundational Literacy in Kindergarten - 2nd grades using DIBELS 11

Goal 4 : Increase performance of Special Populations on all STAAR exams. 12

Goal 5 : Implement Culture Systems to Sustain Retention, Family Engagement and Stude... 13

Title I Summary 15

Title I Personnel 16

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

Goals

Goal 1 Increase the percentage of Meets on the Math STAAR exam

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Improve overall academic performance with increasing to 50% Meets in 3rd-5th Math.

Evaluation Data Source: How: Big 7 Dashboard, progress monitoring, formative and summative assessments. Who: Principal, APIs

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Strengthen Tier 1 instruction by ensuring daily lessons match the rigor and format of STAAR, maximizing instructional minutes.
Accelerate academic achievement (Domain 1) in all students and special populations (SpEd and EB)

Strategy's Expected Result/Impact: At least 50% of students achieve Meets Grade level on STAAR exam.
Submit and implement aligned lesson internalizations weekly
Use exemplar responses and academic monitoring to close gaps during instruction.
Increase teacher capacity through weekly coaching cycles (See It. Name It. Do It.).
Conduct data-driven lesson adjustments using exit tickets and SWAMs.
Small group interventions 3 - 5x weekly with focus on priority TEKS.
Implement guided reading/math intervention/academic blocks with fidelity.
Weekly progress monitoring assessments.
Co-teach and push-in models to support inclusive learning.

Staff Responsible for Monitoring: Principal, API, and teachers, CTLs, regional coaches

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 2 ☑ HB3 Goal

At least 50% of students achieve Meets Grade level on Math and Science STAAR exam.

Evaluation Data Source: How: Big 7 Dashboard, progress monitoring, formative and summative assessments. Who: Principal, APIs

Strategy 1

Weekly SWAMs and data conversations for district summative assessments , exit ticket huddles, weekly evaluation of lesson plans/internalization with lesson rehearsals, and progress monitoring of targeted scholars.

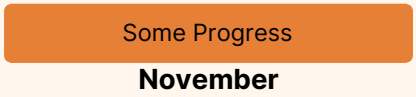
Strategy's Expected Result/Impact: Who: APIs and Principal
What: Progress monitoring using exit ticket data, and summative assessments
When: Daily, weekly, quarterly

Staff Responsible for Monitoring: Principal and APIs

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Formative Reviews



Performance Objective 3 ☑ HB3 Goal

Improve STAAR achievement score for SpEd scholars of at least 50% Approaches.

Evaluation Data Source: How: Big 7 Dashboard, progress monitoring, formative and summative assessments.
Who: Principal, APIs

Strategy 1

Who: Teachers
What: Create effective lesson plans and co-plan with GenEd teachers with IEP accomodations.
How:
1. Scaffold questions.
2. Priority seating and writing, speaking, listening, and reading opportunities.
3. Accommodations are planned for and executed with fidelity and consistency.

Strategy's Expected Result/Impact: 50% of SpEd scholars earn approaches on STAAR exam.

Staff Responsible for Monitoring: Principal, APIs, Teachers

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



Goal 2 Increase the percentage of Meets on the ELA STAAR exam

Performance Objective 1 ☑ HB3 Goal

Increase ELA Meets in 3rd-5th STAAR by >6 points for an AA of 55%+

Evaluation Data Source: SchoolStatus Boost and GET Dashboard

Strategy 1

Ensure CRA model is being implemented with fidelity daily.
SpEd and Gen ed teacher collaboration.
Daily instruction includes productive struggle opportunities with focus on access to rigorous work.
Clear Academic Block Criteria for MTSS support.

Strategy's Expected Result/Impact: Ensure CRA model is being implemented with fidelity daily.
SpEd and Gen ed teacher collaboration.
Daily instruction includes productive struggle opportunities with focus on access to rigorous work.
Clear Academic Block Criteria for MTSS support.

Staff Responsible for Monitoring: Principal, APIs, teachers, regional coaches, content team leads (CTLs).

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	March	July

Performance Objective 2

100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200 minutes.

Evaluation Data Source: PE Dashboard

Strategy 1

Lesson plan feedback will focus on activities that targets the monitoring of student performance/ activity.

Strategy's Expected Result/Impact: 90% of PE teachers will be rated 'Proficient' or higher on GET 1A and GET 1B.

Staff Responsible for Monitoring: PE teachers, API, and Principal

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July

Goal 3 Increase Foundational Literacy in Kindergarten - 2nd grades using DIBELS

Performance Objective 1 ☑ HB3 Goal

Increase DIBELS growth goals met from 52% to 70%.

Evaluation Data Source: BOY, MOY, and EOY DIBELS

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Daily Instructional Support Classroom observations, real-time coaching, and feedback are scheduled and executed daily.
Lesson Delivery DI Lesson taught bell to bell with fidelity
Instructional Planning Teachers identify misconceptions and name fixes in lesson internalization
Data-Driven Instruction Review and analyze DI data with DIPM /DIPD Manager

Strategy's Expected Result/Impact: 70% of students meet their DIBELS growth goal.
Targeted Coaching Identify and real time coach priority teachers a min of 3 times a week.
Instructional Monitoring Daily Powerwalks during DI blocks to with a focus on bell to bell instruction fidelity.
Lesson Preparation Lesson plan feedback & lesson rehearsals scheduled 2x w/leader/DI coaches.
Strategic Implementation Leader & teacher implementation of pivots & next steps from weekly meeting with national & regional stakeholders.

Staff Responsible for Monitoring: API, DI coaches, Regional DIPM. and Principal

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	March	July

Goal 4 Increase performance of Special Populations on all STAAR exams.

Performance Objective 1

Increase TELPAS scores to 55% and SpEd to 50% Approaches on STAAR.

Evaluation Data Source: Mock TELPAS, formative and summative assessments, and TELPAS.

Strategy 1

Strengthen Tier 1 instruction by ensuring daily lessons match the rigor and format of STAAR, maximizing instructional minutes.
Accelerate academic achievement (Domain 1) in all students and special populations (SpEd and EB).

Strategy's Expected Result/Impact: TELPAS scores to 55% and SpEd to 50% Approaches on STAAR.
Submit and implement aligned lesson internalizations weekly
Use exemplar responses and academic monitoring to close gaps during instruction.
Increase teacher capacity through weekly coaching cycles (See It. Name It. Do It.).
Conduct data-driven lesson adjustments using exit tickets and SWAMs.
Small group interventions 3 - 5x weekly with focus on priority TEKS.
Implement guided reading/math intervention/academic blocks with fidelity.
Weekly progress monitoring assessments.
Co-teach and push-in models to support inclusive learning.

Staff Responsible for Monitoring: APIs, GenEd and SpEd teachers, Special Populations Coach

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	March	July

Goal 5 Implement Culture Systems to Sustain Retention, Family Engagement and Student Belonging

Performance Objective 1

IA Lake Houston will be in compliance with 100% of 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.

Evaluation Data Source: Student and family surveys, Persistence Dashboard, Stream

Strategy 1

Timely communication to families regarding school events to promote family engagement and attendance.

Strategy's Expected Result/Impact: Increase New Student Persistence to 90%.

Staff Responsible for Monitoring: SC, API, GTLs, and Principal

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

Formative Reviews

November	March	July

Strategy 2

Strengthen student & family engagement to build strong relationships and trust so families stay invested
Enhance social supports
Improve communication, responsiveness and celebrate milestones & build school identity

Strategy's Expected Result/Impact: Strengthen student & family engagement to build strong relationships and trust so families stay invested
Enhance social supports
Improve communication, responsiveness and celebrate milestones & build school identity

Staff Responsible for Monitoring: School Counselor, GTLs, Restorative Interventionist, APIs, Principal

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 2

IA Lake Houston will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar.

Strategy 1

Who: SC
What: School Counselor (SC) facilitates professional learning for staff and students.
How:
1. Identify dates/deadlines outlined by the district for compliance.
2. Monitor and track student behavior (prevention and consequences of actions/inactions).

Strategy's Expected Result/Impact: 100% of homerooms implement Move This World, a SEL curriculum, at least 95% of the time.

Staff Responsible for Monitoring: Teachers, SC, APIs, Principal

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
KORBYN REJOYCE PERKINS	COTEACHER	School-wide Program	1
MARIA G VENEGAS GONZALEZ	COTEACHER	School-wide Program	1
MELODY HOPE TERRAZAS	TEACHER - INTERVENTIONIST	School-wide Program	1
MEOSHIA MICHELLE WEBB	COTEACHER	School-wide Program	1
SHADIYA J GAITHER	TEACHER - INTERVENTIONIST	School-wide Program	1
TRA'ESSENCE JAQUESE MARIE HAWKINS	COTEACHER	School-wide Program	1
VICTORIA MCKENZIE SPIGNER	COTEACHER	School-wide Program	1

IDEA Public Schools

Lake Houston College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:58 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Goals 13

Goal 1 : Improve Student Academic Achievement in all Math Grade Levels 14

Goal 2 : Improve ELA Special Population metrics across 6th and 7th Grade 15

Goal 3 : Improve ELA Meets/Masters across all Grade Levels 17

Goal 4 : Improve Family Engagement across all grade levels 19

Goal 5 : Improve College going Identity across 9th and 10th Graders 21

Comprehensive Needs Assessment

Demographics

Summary

IDEA College Prep is a Title 1 campus that offers quality educational programs and extracurricular activities to students in grades 6th through 10th. IDEA College Prep is a part of one of the fastest growing charter networks in the Greater Houston Region. Currently, IDEA College Prep has a large student enrollment in the IDEA Public School districts with a membership of 524 students. New students have enrolled from surrounding school districts and through community partnerships.

Strengths

Our campus has retained 80% of our top performing teachers for the 24-25 school year

Our Average daily attendance increased to 95.4% from the previous year.

We were rated one of the top schools in Houston.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Lake Houston College Prep achieved only 28% of students achieving 1+ more composite growth in 24-25 TELPAS	Staff training was not efficient and tracking of scholars and progress did not occur.

★ = Priority

Student Learning

Summary

Overall STAAR Results:

	RLA	Math	Social Studies	Biology
6th	23-24: 63/42/20 (42) **24-25**: 64/42/16 (41)	23-24: 60/35/10 (35) **24-25**: 68/36/11 (38)		
7th	23-24: 67/54/30 (50) **24-25**: 71/51/27 (50)	23-24: 51/35/12 (33) **24-25**: 57/38/17 (37)		
8th	23-24: 79/55/30 (55) **24-25**: 87/68/33 (63)	23-24: 74/38/20 (44) **24-25**: 74/42/25 (47)	23-24: 57/36/14 (36) **24-25**: 59/34/19 (37)	23-24: 85/38/8 (44) **24-25**: 88/58/14 (54)
9th	23-24: n/a **24-25**: **71/53/12 (45)**	23-24: n/a **24-25: 30/5/5 (13)**		23-24: n/a **24-25: 55/20/0 (25)**
Overall	23-24: 68/43/18 (43) **24-25**: 71/46/18 (45)			

	TELPAS	STAAR Alt RLA	STAAR Alt Math	STAAR Alt SS	STAAR Alt Sci
6th	**24-25**: 27% 1+ Composite	23-24: 100/0 **24-25**: 100/50	23-24: 100/0 **24-25**:100/50		
7th	**24-25**: 27% 1+ Composite	23-24: 100/50 **24-25**: 100/20	23-24: 100/100 **24-25**: 100/20		
8th	**24-25**: 34% 1+ Composite	23-24: 100/0 **24-25**: 100/100	23-24: 100/75 **24-25**:100/100	23-24: 100/0 **24-25**: 100/100	23-24: 100/25 **24-25**: 100/100
9th	**24-25**: 23% 1+ Composite	23-24: n/a **24-25**: **100/75**	23-24: n/a **24-25**:**100/75**		23-24: n/a **24-25**: **100/100**

Strengths

- 7/8 of subjects maintained or increase Academic Achievement over the school year
- 8th ELA Achieving 63 AA
- 8th Bio 10 point increase from 23-24 SY in AA
- RISE Students achieving 100% Satisfactory Performance in all areas

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Special Education students are significantly underperforming in STAAR assessments, with only 19% Meets and 1% Masters.	Teachers lack planning support to embed SPED scaffolds into Tier 1. Lessons are not consistently inclusive or rigorous, limiting OTG performance for SPED students.

★ = Priority

School Processes & Programs

Summary

IDEA Lake Houston CP is a high performing campus that offers the following professional development, curriculum, support services, and extracurricular/curricular opportunities to our staff and scholars:

- Professional Development
    - Unpacking standards and assessments
    - Lesson Plans and Exemplars
    - Data Driven Instruction
    - Classroom Management and Culture
    - Differentiated Instruction
- Courses
    - English Language Arts and Reading
    - Mathematics
    - Science
    - Social Studies
    - Advanced Placement Courses for High School
    - Electives such as Physical Education, Art
- Support Services
    - Special Education
    - Emergent Bilingual
    - 504
    - Academic Block
- Extracurricular Activities
    - Sports (Flag Football, Volleyball, Basketball, Soccer, Track, Cross-Country, and Cheer)
    - Clubs

Instructional support is rated based off our Guidepost for Excellent Teaching (GET) rubric.90% of our staff members were rated. 2|5 guideposts were below 60% proficiency.

Strengths

- Currently rated a B campus based on semester exam and mock exam data. On track to become an "A" rated campus.
- 90% of staff rated on the GET rubric
- Weekly professional development for our staff
- 95% of our scholars are Fitness Ambassadors
- 100% of our scholars received Accelerated Learning minutes.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Inconsistent decision making around student discipline consequences.	Lack of consistent training and communication from administration to GTL's.

★ = Priority

Perceptions

Summary

Our campus culture reflects a strong foundation of student-staff relationships and a shared commitment to academic and behavioral expectations. Conflict is addressed through proactive systems including mediations and individual student check-ins. However, implementation varies across grade levels, and some staff note the need for greater consistency and follow-up.

Informal feedback highlight ongoing challenges including lack of sustained support, safety concerns, personal or family-related issues, and workload-related stress. Culture and communication remain key areas for continued growth. AEES staff survey results indicate promising perceptions in areas of relationships, trust, and partnerships, especially for staff in their first year.

Student persistence is strengthened by strong relationships with staff and a culture of high expectations. However, challenges such as student movers, transportation issues, and limited access to extracurricular opportunities continue to impact student engagement and attendance.

Strengths

- Over 100% of teachers provided Tier 1 social-emotional intervention using the Move This World Platform.
- 100% of leader retention

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Lack of extracurricular activities and electives reduced interest in 8th re-registration	We did not offer creative solutions to teachers to inspire them to take on clubs outside of athletics.

★ = Priority

Goals

Goal 1 Improve Student Academic Achievement in all Math Grade Levels

Performance Objective 1 ☑ High Priority

Improve Student Academic Achievement in all Math Grade Levels

Strategy 1

Conduct EOM SWAM with 100% of teachers.

Staff Responsible for Monitoring: API

Formative Reviews

November	March	July

Strategy 2

Lesson Rehearsals focused on Effective first Teach.

Staff Responsible for Monitoring: API

Formative Reviews

November	March	July

Strategy 3

Exit Ticket Sorts determining most pressing problem and fix for next class period.

Staff Responsible for Monitoring: API

Formative Reviews

November	March	July

Goal 2 Improve ELA Special Population metrics across 6th and 7th Grade

Performance Objective 1 ☑ High Priority

Increase the percentage of 6/7th Grade Special populations students in Approaches from 11% to 60% by May 2026.

Strategy 1

Provide targeted Tier 2 and 3 small group reading Intervention using Reading 180

Staff Responsible for Monitoring: Sped Teacher

Formative Reviews

November	March	July

Strategy 2

Provide 100% of special population students with services and accommodations.

Staff Responsible for Monitoring: Teacher

Formative Reviews

November	March	July

Strategy 3

Provide feedback on special population teachers Lesson Planning focusing on use of accommodations and student feedback.

Staff Responsible for Monitoring: API

Formative Reviews

November **March** **July**

Performance Objective 2

Increase the percentage of 6/7th Grade Special populations students in Meets from 7% to 30% by May 2026.

Strategy 1

Provide targeted small group writing Intervention

Staff Responsible for Monitoring: Sped Teacher

Formative Reviews

November **March** **July**

Strategy 2

Provide 100% of special population students with services and accommodations.

Staff Responsible for Monitoring: Teacher

Formative Reviews

November **March** **July**

Strategy 3

Module Data conversations around special pops students and area of development.

Staff Responsible for Monitoring: API

Formative Reviews

November **March** **July**

Goal 3 Improve ELA Meets/Masters across all Grade Levels

Performance Objective 1 ☑ High Priority

Increase percentage of ELA Meets across all grade levels from 53% to 70% by May 2026.

Strategy 1

Module Data conversations focusing on Bubble students and area of development (multiple choice/Writing).

Staff Responsible for Monitoring: API

Formative Reviews

November	March	July

Strategy 2

Exit Ticket Sorts determining most pressing problem and fix for next class period.

Staff Responsible for Monitoring: Teacher

Formative Reviews

November	March	July

Strategy 3

Provide specific Lesson planning feedback around Thinking Jobs.

Staff Responsible for Monitoring: API

Formative Reviews

November	March	July

Performance Objective 2

Increase percentage of ELA Masters across all grade levels from 22% to 35% by May 2026.

Strategy 1

SWAM around Multiple choice and specific area of development.

Staff Responsible for Monitoring: API

Formative Reviews

November	March	July

Strategy 2

Exit Ticket Sorts determining most pressing problem and fix for next class period.

Staff Responsible for Monitoring: Teacher

Formative Reviews

November	March	July

Strategy 3

Provide specific Lesson planning feedback around Student Feedback and quality of Student work

Staff Responsible for Monitoring: API

Formative Reviews

November	March	July

Goal 4 Improve Family Engagement across all grade levels

Performance Objective 1 ☑ High Priority

Increase the number of Family engagement events to one per month with a focus on physical health improvement once a semester.

Strategy 1

Execute Meet the Teacher Night

Staff Responsible for Monitoring: School Counselor

Formative Reviews

November	March	July

Strategy 2

Provide families semester opportunities to learn about campus healthy initiatives

Staff Responsible for Monitoring: Athletic Coordinator & School Counselor

Formative Reviews

November	March	July

Strategy 3

Create a scope and sequence for family engagement aligned to campus monthly plans. Execute monthly meeting.

Staff Responsible for Monitoring: School Counselor

Formative Reviews

November	March	July

Goal 5 Improve College going Identity across 9th and 10th Graders

Performance Objective 1 ☑ High Priority

We will host one student activity a quarter to support and development by June 2026

Strategy 1

Provide SEL Sessions for students

Staff Responsible for Monitoring: School Counselor

Formative Reviews

November	March	July

Strategy 2

Survey Students to determine college matriculation concerns

Staff Responsible for Monitoring: College Counselor

Formative Reviews

November	March	July

Strategy 3

Strategic backwards plan for sessions around College Going Identity

Staff Responsible for Monitoring: College Counselor & School Counselor

Formative Reviews

November	March	July

Performance Objective 2

Increase the number of CCMR ready scholars from 11% to 60% by June 2026.

Strategy 1

Provide targeted small group writing Intervention
Provide targeted small group Foundational Math Intervention
Provide Targeted ACT 21+ support in reading/writing/math/science

Staff Responsible for Monitoring: API

Formative Reviews

November	March	July

Strategy 2

Provide targeted small group Foundational Math Intervention

Staff Responsible for Monitoring: API

Formative Reviews

November	March	July

Strategy 3

Provide Targeted ACT 21+ support in reading/writing/math/science

Staff Responsible for Monitoring: College Counselor

Formative Reviews

November	March	July

IDEA Public Schools



Los Encinos Academy

Accountability Rating: B

Distinction Designation:
Academic Achievement in Science

2025-2026 Campus Improvement Plan

Public Presentation Date:
September 17, 2025

Generated by Plan4Learning.com
March 12, 2026 at 09:57 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 10

Perceptions 12

Priority Problem Statements 14

Goals 16

Goal 1 : Meet growth goal for reading & math in 4th & 5th grade Staar for the 25-26 scho... 17

Goal 2 : Increase meets and masters scores for the 25-26 school year 19

Goal 3 : Decrease chronic absenteeism & meet ADA EOY Goal for the 25-26 school year 20

Goal 4 : CSI Reading will meet 50% Growth goal for EOY Ren Star for the 25-26 school y... 22

Goal 5 : 90% of teachers will rate Proficient or Higher on GET 1A/1B for the 25-26 school ... 23

Title I Summary 24

Title I Personnel 25

Comprehensive Needs Assessment

Demographics

Summary

348 females/ 462 males (95% Hispanic classrooms)/ 630 students EB(81%) 6 students with Dyslexia.

Our campus serves a diverse student population of 810 students, comprised of 348 females and 462 males. The student body is 95% Hispanic, with 81% identified as Emergent Bilinguals (EB), and six students currently receiving dyslexia services. The majority of our students come from Spanish-speaking households, and our proximity to Reynosa Blvd and Ware Road makes the campus highly accessible to families. This demographic profile highlights both the rich cultural identity of our community and the need for intentional support in language development, inclusive practices, and targeted academic interventions.

Strengths

- Full Enrollment: All available seats are filled, reflecting strong demand and community trust in our school.
- Cultural Responsiveness: We embrace and celebrate our students' bilingual and bicultural identities through schoolwide events such as Cinco de Mayo and Día de los Niños.
- Inclusive Practices: All grade levels and programs support inclusive classroom environments, ensuring equity for diverse learners.
- Convenient Location: The campus is easily accessible for families via Reynosa Blvd and Ware Road, enhancing daily attendance and parental involvement.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Language Barriers in learning due to the majority of the population being EB.	Students tend to feel most comfortable using their native language, which can create homogenous language-based groupings. To promote language development and integration, it is recommended to avoid grouping students solely by language background. A targeted instructional plan should be developed specifically for second grade, taking into account their language acquisition needs and the requirement
2	Behavioral Imbalance in the classrooms due to imbalance in male-to-female rations.	Classrooms have reported an increase in behavioral concerns, particularly among male students. The imbalance in male-to-female ratios in certain classes may contribute to a more challenging classroom management environment. This may also be due to the lack of classroom management proficiency.

★ = Priority

Student Learning

Summary

This year, our students demonstrated varied levels of academic performance across grades. Third-grade students began the year at a higher academic starting point, particularly in reading fluency and comprehension. In contrast, Kindergarten students entered the year with lower readiness levels, likely due to not having Pre-K. Students did not have the foundation that was previously prepped when we had Pre-K, teachers stated that students came in with very basic skills and needed a lot of support. As a result, lesson progress mastery was prioritized. In looking at our Direct Instruction RMTK, we ended as follows:

Kindergarten

- Despite a slight decrease in DI scores (-4%), **DIBELS data shows promising literacy growth**:
    1. **8% increase** in students achieving *At Benchmark*.
    2. **1% increase** in students performing *Above Benchmark*.
    3. **Overall reduction in lower performance levels**:
        - *Well Below* decreased by 3%.
        - *Below Benchmark* decreased by 6%.
- These trends suggest effective foundational literacy instruction and growing early reading proficiency.

1st Grade

- Although there was a 16% decrease in DI performance, **DIBELS data indicates significant positive shifts**:
    1. **19% decrease** in students in the *Well Below* category — a strong indicator of early intervention success.
    2. **23% increase** in students reaching *Above Benchmark*, showing high reading growth among students who were previously on-level or near benchmark.
- This growth in higher tiers highlights strength in reading fluency and comprehension skills development.

2nd Grade

- DI scores showed a **1% increase**, demonstrating **academic stability and slight growth** in direct instruction performance.
- DIBELS data reinforces this with:
    1. **20% increase** in *Above Benchmark* students — a significant gain in advanced reading proficiency.
    2. **3% reduction** in *Well Below* students, indicating continued success in targeted support.
- The consistency in the *Below Benchmark* category paired with growth at the top shows that students are **successfully transitioning to higher performance bands**.

Third grade students showed strength in reading fluency and restating questions in writing, but challenges remain in comprehension and math problem-solving, particularly with open-ended questions. Visual supports and manipulatives have been effective, but additional small group support is needed, particularly for EB students and those in the RISE program.

Overall, performance across student groups is mixed. While students show progress in certain domains like fluency and vocabulary acquisition, comprehension continues to be a challenge, especially in Social Studies and Wit & Wisdom texts due to academic language demands and limited background knowledge. Currently we are below the district in RLA by .3-5.4% in SAS on the preliminary STAAR results and above the district in Math and Science by 7.6-9% in SAS. Our Benchmark scores are aligned to the EOY STAAR scores, with a few points difference but in the range from Semester Exam and Mock Exam. The only grade level that went up in RLA was 4th grade. This shows the students lack reading comprehension and writing skills. Student motivation and attention span also vary by grade level with specific concerns noted in 4th grade math and the SPED/RISE population.

Strengths

- Students are strong in fluency, 2nd-writing in compete sentences and able to restate, Teaching students to use a lot of evidence- going back to the book, using graphic organizers,
- Visuals – anchor charts, vocabulary
- Free writing- journal writing
- Manipulatives students are more hands on

- Students are able to answer in AR without needed the translation
- Whole group read aloud, stop and ask questions for comprehension
- Parental involvement – teacher shares videos and reviews for what they will be doing.
- Vertical alignment is more consistent- student shave an understanding of what they will do the following year
- Reteaching specific skills a different way students are able to understand it in a new way
- Students know how to respond in RISE class. Different ways to respond. Viuals have been helping – able to point and use the word boards

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Many students in grades K-5, particularly English learners, struggle with reading comprehension on texts. This is evidenced by decreased scores in 3rd grade RLA (-6.4%) and 5th grade RLA (-1.4%), as well as 4th grade being the only grade level with a minimal increase (+0.3%). Students struggle with academic vocabulary, background knowledge, and stamina needed for comprehension and writing tasks.	There is a significant language gap among EB students, including limited academic vocabulary and oral language development. Limited access to academic language and background knowledge required to understand STAAR-level texts
2	EB student supports and accommodations need to be better embedded in all classes for student success.	Students need better instructional supports like think time, think pair shares, sentence stems, and pacing to increase comprehension of instructional content.

★ = Priority

School Processes & Programs

Summary

Support for students and teachers is strong across content areas and special programs, including SPED testing accommodation and RISE student integration into general classrooms with clear expectations and consistent communication. Campus follows math and reading addendums, scope and sequences provided by district including teachers attending professional development. GET rubric is a clear, teacher-friendly tool that outlines district expectations and provides multiple opportunities for performance evaluation.

Strengths

- The campus demonstrates strong family engagement and responsive customer service, fostering positive relationships and open communication between school and families.
- Instruction is fully aligned to the district's scope and sequence across all grade levels
- Ongoing coaching and actionable feedback through regular observations using the GET rubric supporting continuous professional growth.
- Campus maintains a positive, safe, and inclusive school environment, where students feel valued and supported both academically and emotionally.
- The school effectively integrates instructional technology to enhance teaching and learning, with students having consistent access to devices that support learning.
- There is a culture of high expectations combined with strong support systems that ensure that students are challenged, respected, and encouraged to succeed in a supporting environment.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Many after-school staff members are unfamiliar with teachers, including their names and the specific programs they manage, leading to a lack of communication and collaboration between grade teams and after-school programs staff members. In tutoring sessions all students are invited rather than targeting specific support groups, resulting in mixed performance levels (e.g., Meets, Masters) that li	Lack of formal introductions or onboarding between after-school program staff and teachers. No shared staff directory or communication tool listing names, roles, and responsibilities. Teachers' insufficient use of assessment data to guide student grouping, combined with limited staffing, delays the implementation of multiple targeted tutoring groups
2 ★	There is inconsistent support for RTI students and limited collaboration with SPED teachers, which impacts timely interventions, accurate SPED identification, and alignment of instruction with both IEP goals and STAAR performance expectations.	Inconsistent teacher documentation and limited training on the RTI process have led to uneven implementation of student support, making it challenging to track progress and determine eligibility for additional services. Also, a lack of structured collaboration time between general education and SPED teachers, along with unclear expectations for aligning IEP goals with STAAR-focused instruction.
3	First time instruction is not strong due to lack of unit internalization prior to lesson planning, meaning teachers often begin planning lessons without completion of unit internalization.	Teachers do not have a clear understanding of unit internalization before planning lessons, which means they may not fully grasp the key concepts, learning objectives, or how different lessons connect within the unit.

★ = Priority

Perceptions

Summary

Family and student surveys are distributed each Fall and Spring to gather insights into parent and student perceptions about the school experience. To support positive behavior and student engagement, initiatives such as Move This World, the PBIS store, and various on-campus activities and events are implemented. These efforts aim to promote social-emotional learning and reinforce positive behaviors. Additionally, sign-in sheets are provided during events, including Title I meetings, to document parent participation and ensure ongoing family engagement.

Strengths

- We have a PBIS store for students and give out points for good behavior.
- Parents are attending events/graduations that occur on campus.
- Teacher appreciation and other school staff day are celebrated on campus.
- High teacher persistence

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Most parents feel informed about their child's safety and security.	Communication methods may not match how parents prefer to receive updates (e.g., relying on email when some parents prefer texts or printed notices).
2	Families know where to find support to help their child do well in school.	Parents may lack clear, simple guidance on how to support their child's learning using school systems and curriculum.
3 ★	Most parents understand how to help their child learn at home.	The school might assume parents already know what to do, so they don't provide detailed or accessible instructions that they can access/ understand.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Many students in grades K-5, particularly English learners, struggle with reading comprehension on texts. This is evidenced by decreased scores in 3rd grade RLA (-6.4%) and 5th grade RLA (-1.4%), as well as 4th grade being the only grade level with a minimal increase (+0.3%). Students struggle with academic vocabulary, background knowledge, and stamina needed for comprehension and writing tasks.	There is a significant language gap among EB students, including limited academic vocabulary and oral language development. Limited access to academic language and background knowledge required to understand STAAR-level texts
2 ★	There is inconsistent support for RTI students and limited collaboration with SPED teachers, which impacts timely interventions, accurate SPED identification, and alignment of instruction with both IEP goals and STAAR performance expectations.	Inconsistent teacher documentation and limited training on the RTI process have led to uneven implementation of student support, making it challenging to track progress and determine eligibility for additional services. Also, a lack of structured collaboration time between general education and SPED teachers, along with unclear expectations for aligning IEP goals with STAAR-focused instruction.
3 ★	Most parents understand how to help their child learn at home.	The school might assume parents already know what to do, so they don't provide detailed or accessible instructions that they can access/ understand.
4 ★	Language Barriers in learning due to the majority of the population being EB.	Students tend to feel most comfortable using their native language, which can create homogenous language-based groupings. To promote language development and integration, it is recommended to avoid grouping students solely by language background. A targeted instructional plan should be developed specifically for second grade, taking into account their language acquisition needs and the requirement

★ = Priority

Goals

Goal 1 Meet growth goal for reading & math in 4th & 5th grade Staar for the 25-26 school year

Performance Objective 1 ☑ High Priority

Growth goal will increase by 10% in the area of reading in 4th & 5th grade

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Focus of HB1416 intervention time completion of 4th & 5th grade students in the area of Reading

Strategy's Expected Result/Impact: 50% of HB1416 students will meet growth goal as assigned per TEA

Staff Responsible for Monitoring: Principal, APIs, content teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2

Growth goal will increase by 10% in the area of math in 4th & 5th grade

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Focus of HB1416 intervention time completion of 4th & 5th grade students in the area of Math

Strategy's Expected Result/Impact: 50% of HB1416 students will meet growth goal as assigned per TEA

Staff Responsible for Monitoring: Principal, APIs, and content teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Goal 2 Increase meets and masters scores for the 25-26 school year

Performance Objective 1 ☑ High Priority

Increase meets and masters scores in 3rd-5th grade reading by 10%

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Focus on game changer students in meets and masters for students in 3rd-5th grade reading

Strategy's Expected Result/Impact: at least 60% of students will reach MEETS for STAAR exams

Staff Responsible for Monitoring: Principal/API/Teachers

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2

Increase meets and masters scores in 3rd-5th grade math by 10%

Strategy 1

Focus on game changer students in meets and masters for students in 3rd-5th grade Math

Strategy's Expected Result/Impact: at least 60% of students will reach MEETS for STAAR exams

Staff Responsible for Monitoring: Principal/API/teachers

Formative Reviews

Some Progress

November **March** **July**

Goal 3 Decrease chronic absenteeism & meet ADA EOY Goal for the 25-26 school year

Performance Objective 1

Meet 97% ADA EOY Goal for K-5th grade for the 25-26 school year

Strategy 1

assign LT members to each grade team to focus on daily/weekly/monthly priorities for that grade team and investment of parents and staff for additional support

Strategy's Expected Result/Impact: increase in daily & yTD ADA

Staff Responsible for Monitoring: Principal/APO/Lead team/teachers

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2

Focus on decreasing chronic absenteeism -2 percent for the 25-26 school year to meet

Strategy 1

Focus on priority student list with chronic absenteeism and update monthly as needed

Strategy's Expected Result/Impact: decrease in chronic absenteeism for the 25-26 school year

Staff Responsible for Monitoring: Principal, APO, Lead team, teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Goal 4 CSI Reading will meet 50% Growth goal for EOY Ren Star for the 25-26 school year

Performance Objective 1

CSI reading students will grow 1.5 to 2 years growth in RENSTAR Reading for the 25-26 school year.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

weekly/quarterly review of RENStar dATA and focus on priority students meeting goal

Strategy's Expected Result/Impact: increase of 15% each quarter to help us reach 50% or higher meet goal

Staff Responsible for Monitoring: Principal, API, and CSI teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2

CSI reading students will meet word master goal for the 25-26 school year.

Goal 5 90% of teachers will rate Proficient or Higher on GET 1A/1B for the 25-26 school year.

Performance Objective 1

90% of teachers will rate proficient or higher on GET 1A by end of March for the 25-26 school year.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

weekly protected time for APIs to share 1A feedback to teachers

Strategy's Expected Result/Impact: increase in proficiency of leaders and teachers in the focus of 1a

Staff Responsible for Monitoring: principal and APIs

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2

90% of teachers will rate proficient or higher on GET 1B by end of March for the 25-26 school year.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
DANNA PAOLA HERNANDEZ	COTEACHER	School-wide Program	1
DENISSE GONZALEZ CAZARES	COTEACHER	School-wide Program	1
JOCELYN CAVAZOS	TEACHER - INTERVENTIONIST	School-wide Program	1
KASSANDRA ISABEL GARCIA	COTEACHER	School-wide Program	1
STEPHANIE SARAHI MATA-SANCHEZ	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1
XAVIER ISAAC MARTINEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
XIMENA ARTEAGA	COTEACHER	School-wide Program	1

IDEA Public Schools



Los Encinos College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:57 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

- Demographics 5
- Student Learning 7
- School Processes & Programs 10
- Perceptions 12

Data Documentation for CNA 14

- Improvement Planning Data 15
- Accountability Data 15
- Student Data: Assessments 15
- Student Data: Student Groups 15
- Student Data: Behavior and Other Indicators 16
- Employee Data 16
- Parent/Community Data 16
- Support Systems and Other Data 16

Goals 17

- Goal 1 : Los Encinos CP will decrease chronic absenteeism in 6th - 12th grade. 18
- Goal 2 : Los Encinos CP Student Achievement Scores for STAAR/EOC. 20
- Goal 3 : Los Encinos CP growth goals improvement in STAAR/EOC data 28
- Goal 4 : Students will pass the EOCs 34
- Goal 5 : Student matriculation 37

Comprehensive Needs Assessment

Demographics

Summary

6th- 11th grades

Open enrollment charter school

Located: McAllen, TX

85% Teacher Retention

High EB/ELL demographics

92% economically disadvantaged

Strengths

Teacher demographic align to student demographics

High school special programs have 20:1 student teacher ratio.

Strong Hispanic culture and success in language programs.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Students, especially first year in the United States, struggle with English acquisition for reading, writing, speaking and listening.	CSI programs are insufficient for the amount of students who need support.
2	Teachers are not properly prepared to teach / interact with student population	Lack of training for EB/ELL and SPED programs

★ = Priority

Student Learning

Summary

ELA:

	STAAR Reading 6th	STAAR Reading 7th	STAAR Reading 8th	EOC Eng 1	Eng 2
% Approaches	76	71	86	76	87
% Meets	53	54	58	65	74
% Masters	20	19	34	22	13
% Student Achievement Average	50	48	59	54	58

Math:

	STAAR Math 6th	STAAR Math 7th	STAAR Alg I
% Approaches	85	69	93
% Meets	51	47	67
% Masters	12	17	39
% Student Achievement Average	49	44	66

ience:

	STAAR Biology
% Approaches	94
% Meets	64
% Masters	18
% Student Achievement Average	59

Humanities:

	STAAR 8th US History
% Approaches	70
% Meets	45
% Masters	27

% Student Achievement Average	47

Strengths

Results of being an “A” campus demonstrates that our students deliver results.

Students are more focused because discipline is more structured.

Teachers are more devoted to students and students are more engaged.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Lack of consistent mentorship for new teachers	Teacher mentors do not have a system that includes follow up and tracking.
2	There is a large group of students who are not engaged and create classroom disruptions	Teachers are not creating engaging lesson plans, they are relying on district curriculum verbatim.

★ = Priority

School Processes & Programs

Summary

At IDEA Los Encinos CP, we follow the instructional coaching model laid out by IDEA. First-year leaders are assigned a coach from the district to support in their development using School Leadership Levers. The principal does observations in the field and coaching conversations to ensure leaders are upholding the highest standards. ALL leaders have their roles and responsibilities laid out in the summer. All teachers get their performance managers at the beginning of year professional development.

Every week, the Instructional leaders go through weekly data conversations to find the missed skill and help teachers create a reteach plan. Using daily exit tickets, Quizzes, Unit exams, and mock exam data, teachers create tiered support for students for in-class small groups, and afterschool tutoring.

The Instructional leaders for the coaching cycle for teachers. Leaders give feedback on teacher lesson plans, observe live teaching, and use low inference data (qualitative and quantitative data) to generate the highest leverage action gap to address the teacher gap, leading to gains in student achievement. Leaders then conduct a coaching conversation using the see it, name it, do it model to ensure teachers have a chance to practice perfectly. Leaders then observe teachers based on the action step providing coaching to mastery.

Students participate in the accelerated reader, imagine learning/reading, and delta math for further individualized support. Students who are behind more than two grade levels participate in critical student intervention programs using direct instruction to get them on grade level.

Strengths

Variety of afterschool clubs

Transportation & CNP support

Each grade level has created a holding room where students are housed for afterschool activities

Strong tracking procedures

Strong student attendance

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Curriculum does not provide Exit Tickets on Edcite for all content.	Structure changes throughout the year and year to year, so a ideas come up, the teacher has to adjust.
2	TEAMS communication/messages interrupts instruction or it gets missed.	Clear norms and expectations not established for best communications practices.

★ = Priority

Perceptions

Summary

Our campus is only 6th through 11th grade. We have zero percent dropout rate. Our School Counselor works with students for socio-emotional support, peer mediation, and parent involvement. All first-year teachers get a mentor assigned. Teachers with mentors surpassed the SAS needed to attain an A rating. Last year, we met teacher retention. Many teachers from other campuses looking to transfer to LECP.

Strengths

Teacher is proactive in addressing student issues.
Strong athletic program, and coaches are responsive to behavior support and holds the kids accountable. Encourage independence – teachers are not micromanaged. Admin support is quick. Team and Family mentality that does not allow any teachers to fail by helping one another. We are a safe campus. We are constantly checking the doors throughout the day.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Lack of parent volunteers and involvement.	Parents are not aware. Volunteer forms slow down the process.
2	Having a clear discipline plan.	Discipline plan created by admin is not clear enough for teachers to handle it on their own.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **SAT and/or ACT assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**

- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**

Goals

Goal 1 Los Encinos CP will decrease chronic absenteeism in 6th - 12th grade.

Performance Objective 1 ☑ High Priority

CP ADA will average 97%.

Evaluation Data Source: ADA tracker completed with fidelity. Weekly reports via PowerBi.

Strategy 1

Daily ADA huddles will be held with fidelity to share data.

Strategy's Expected Result/Impact: LT is aware of absences.

Staff Responsible for Monitoring: APO, ADA grade level driver, GTL

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Weekly shout outs and reward mechanisms for HR teachers and students

Strategy's Expected Result/Impact: Bring excitement to come to school

Staff Responsible for Monitoring: APO, ADA grade level driver

Formative Reviews

November	March	July
Some Progress		

Strategy 3

Bi Weekly reporting of chronic absenteeism students with grade level drivers and teachers.
Have parent meetings with chronic absent students.

Strategy's Expected Result/Impact: Parents will bring students to school daily.

Staff Responsible for Monitoring: APO, ADA grade level driver

Formative Reviews

Some Progress

November | March | July

Performance Objective 2

Chronic Absenteeism decreases by 2% for 25-26 school year.

Evaluation Data Source: Power BI

Strategy 1

Bi Weekly reporting of chronic absenteeism students with grade level drivers and teachers. Parent meetings held after phone calls.

Strategy's Expected Result/Impact: Parents will bring students to school daily.

Staff Responsible for Monitoring: APO, ADA grade level driver

Formative Reviews

Some Progress

November | March | July

Goal 2 Los Encinos CP Student Achievement Scores for STAAR/EOC.

Performance Objective 1 ☑ High Priority

Increase 6th grade & 7th grade Math SAS to 50

Evaluation Data Source: UE trackers, campus accountability reports

Strategy 1

Data will be reported using both district and STAAR metric in UE tracker.

Strategy's Expected Result/Impact: Teachers are aware of each data point

Staff Responsible for Monitoring: Instructional coach

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Tier 3 teachers attend weekly lesson rehearsals when not meeting goals

Strategy's Expected Result/Impact: Teacher growth/development, consistent coaching feedback

Staff Responsible for Monitoring: instructional coach

Formative Reviews

	November	March	July
Some Progress			

Strategy 3

LPs turned in on time with coaching feedback completed weekly (Tier 2/3) and biweekly (Tier 1)

Strategy's Expected Result/Impact: Teachers are prepared with their lessons and pushing differentiation.

Staff Responsible for Monitoring: Instructional coach

Formative Reviews

Some Progress

November | March | July

Strategy 4

Unit internalizations are submitted with prerequisite foundational skills needed. Every unit with have a lesson 0.

Strategy's Expected Result/Impact: Teacher closes foundational gaps before they teach the lesson

Staff Responsible for Monitoring: instructional coach

Formative Reviews

Some Progress

November | March | July

Performance Objective 2

Increase 6th grade and 7th grade RLA combined SAS 50

Evaluation Data Source: UE trackers, campus accountability reports

Strategy 1

Data will be reported using both district and STAAR metric in UE tracker.

Strategy's Expected Result/Impact: Teachers are aware of each data point

Staff Responsible for Monitoring: Instructional coach

Formative Reviews

Some Progress

November | March | July

Strategy 2

Tier 3 teachers attend weekly lesson rehearsals when not meeting goals

Strategy's Expected Result/Impact: Teacher growth/development, consistent coaching feedback

Staff Responsible for Monitoring: instructional coach

Formative Reviews

No Progress

November **March** **July**

Strategy 3

LPs turned in on time with coaching feedback completed weekly (Tier 2/3) and biweekly (Tier 1)

Strategy's Expected Result/Impact: Teachers are prepared with their lessons and pushing differentiation.

Staff Responsible for Monitoring: Instructional coach

Formative Reviews

Some Progress

November **March** **July**

Strategy 4

Unit internalizations are submitted with prerequisite foundational skills needed. Every unit with have a lesson 0.

Strategy's Expected Result/Impact: Teacher closes foundational gaps before they teach the lesson

Staff Responsible for Monitoring: instructional coach

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3

Eng I and Eng II EOC averages SAS 53 with retesters

Evaluation Data Source: UE trackers, campus accountability reports

Strategy 1

Data will be reported using both district and STAAR metric in UE tracker.

Strategy's Expected Result/Impact: Teachers are aware of each data point

Staff Responsible for Monitoring: Instructional coach

Formative Reviews

Some Progress

November | March | July

Strategy 2

Tier 3 teachers attend weekly lesson rehearsals when not meeting goals

Strategy's Expected Result/Impact: Teacher growth/development, consistent coaching feedback

Staff Responsible for Monitoring: instructional coach

Formative Reviews

Some Progress

November | March | July

Strategy 3

LPs turned in on time with coaching feedback completed weekly (Tier 2/3) and biweekly (Tier 1)

Strategy's Expected Result/Impact: Teachers are prepared with their lessons and pushing differentiation.

Staff Responsible for Monitoring: Instructional coach

Formative Reviews

Some Progress

November | March | July

Strategy 4

Unit internalizations are submitted with prerequisite foundational skills needed. Every unit with have a lesson 0.

Strategy's Expected Result/Impact: Teacher closes foundational gaps before they teach the lesson

Staff Responsible for Monitoring: instructional coach

Formative Reviews

Some Progress

November | March | July

Performance Objective 4

Alg 1, 8 SS, USH, Bio will average 69 SAS

Evaluation Data Source: UE Trackers, campus accountability reports.

Strategy 1

Data will be reported using both district and STAAR metric in UE tracker.

Strategy's Expected Result/Impact: Teachers are aware of each data point

Staff Responsible for Monitoring: Instructional coach

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Tier 3 teachers attend weekly lesson rehearsals when not meeting goals

Strategy's Expected Result/Impact: Teacher growth/development, consistent coaching feedback

Staff Responsible for Monitoring: instructional coach

Formative Reviews

Some Progress

November **March** **July**

Strategy 3

LPs turned in on time with coaching feedback completed weekly (Tier 2/3) and biweekly (Tier 1)

Strategy's Expected Result/Impact: Teachers are prepared with their lessons and pushing differentiation.

Staff Responsible for Monitoring: Instructional coach

Formative Reviews

Some Progress

November **March** **July**

Strategy 4

Unit internalizations are submitted with prerequisite foundational skills needed. Every unit with have a lesson 0.

Strategy's Expected Result/Impact: Teacher closes foundational gaps before they teach the lesson

Staff Responsible for Monitoring: instructional coach

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 5 ☑ High Priority

Los Encinos CP will have all STAAR/EOC SAS average 56

Evaluation Data Source: UE Trckers, campus accountability reports.

Strategy 1

Principal reviews data board with instructional coaches weekly

Strategy's Expected Result/Impact: Principal and LT are aware of the data and plan to support teacher growth and replicate where teachers are successful.

Staff Responsible for Monitoring: Principal and instructional coaches

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Principal attends lesson rehearsals and coaching observations with instructional coach weekly.

Strategy's Expected Result/Impact: ensure proper coaching to teacher and highest need determined.

Staff Responsible for Monitoring: Principal

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 6

Special pops students will have STAAR/EOC SAS average of 25 per content exam.

Evaluation Data Source: UE Trackers, campus accountability report

Strategy 1

Data will be reported using both district and STAAR metric in UE tracker.

Strategy's Expected Result/Impact: Teachers are aware of each data point

Staff Responsible for Monitoring: Instructional coach, sped teacher

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Tier 3 teachers attend weekly lesson rehearsals when not meeting goals

Strategy's Expected Result/Impact: Teacher growth/development, consistent coaching feedback

Staff Responsible for Monitoring: instructional coach, sped teacher

Formative Reviews

	November	March	July
Some Progress			

Strategy 3

LPs turned in on time with coaching feedback completed weekly (Tier 2/3) and biweekly (Tier 1)

Strategy's Expected Result/Impact: Teachers are prepared with their lessons and pushing differentiation.

Staff Responsible for Monitoring: Instructional coach, sped teacher

Formative Reviews

	November	March	July
Some Progress			

Strategy 4

Unit internalizations are submitted with prerequisite foundational skills needed. Every unit with have a lesson 0.

Strategy's Expected Result/Impact: Teacher closes foundational gaps before they teach the lesson

Staff Responsible for Monitoring: instructional coach, sped teacher

Formative Reviews

Some Progress

November **March** **July**

Strategy 5

Collaboration meeting with SpEd teacher and gen ed teacher occur 1x per week.

Strategy's Expected Result/Impact: Gen ed and sped teachers are aware of the data and able to plan to support

Staff Responsible for Monitoring: instructional coach, sped CTL

Formative Reviews

Some Progress

November **March** **July**

Goal 3 Los Encinos CP growth goals improvement in STAAR/EOC data

Performance Objective 1 ☑ High Priority

Math STAAR/EOC Growth 77%

Evaluation Data Source: MSR starting point, student self trackers, class trackers

Strategy 1

Weekly data will be reported in the UE tracker.

Strategy's Expected Result/Impact: Teachers and leaders are aware of each data point

Staff Responsible for Monitoring: Instructional coach

Formative Reviews

Some Progress

November	March	July

Strategy 2

Students tracking their own growth from day 1

Strategy's Expected Result/Impact: student investment in their learning

Staff Responsible for Monitoring: teachers and instructional coach

Formative Reviews

Some Progress

November	March	July

Strategy 3

LPs are differentiated for both high performers and strugglers

Strategy's Expected Result/Impact: Teachers are prepared with their lessons and pushing differentiation.

Staff Responsible for Monitoring: Instructional coach

Formative Reviews

Some Progress

November | March | July

Strategy 4

Unit internalizations include a lesson 0 by creating a high skill (masters/meets) and foundational skills (approaches/DNP).

Strategy's Expected Result/Impact: Teacher closes foundational gaps before they teach the lesson and pushes thinking for high performers.

Staff Responsible for Monitoring: instructional coach

Formative Reviews

Some Progress

November | March | July

Performance Objective 2

RLA (6th, 7th & 8th) STAAR Growth 72%

Evaluation Data Source: MSRs, student self trackers, class trackers

Strategy 1

Weekly data will be reported in the UE tracker.

Strategy's Expected Result/Impact: Teachers and leaders are aware of each data point

Staff Responsible for Monitoring: Instructional coach

Formative Reviews

Some Progress

November | March | July

Strategy 2

Students tracking their own growth from day 1

Strategy's Expected Result/Impact: student investment in their learning

Staff Responsible for Monitoring: teachers and instructional coach

Formative Reviews

Some Progress

November | March | July

Strategy 3

LPs are differentiated for both high performers and strugglers

Strategy's Expected Result/Impact: Teachers are prepared with their lessons and pushing differentiation.

Staff Responsible for Monitoring: Instructional coach

Formative Reviews

Some Progress

November | March | July

Strategy 4

Unit internalizations include a lesson 0 by creating a high skill (masters/meets) and foundational skills (approaches/DNP).

Strategy's Expected Result/Impact: Teacher closes foundational gaps before they teach the lesson and pushes thinking for high performers.

Staff Responsible for Monitoring: instructional coach

Formative Reviews

Some Progress

November | March | July

Performance Objective 3

Eng I & Eng II EOC growth goal 69%

Evaluation Data Source: MSRs, student self trackers, class trackers

Strategy 1

Weekly data will be reported in the UE tracker.

Strategy's Expected Result/Impact: Teachers and leaders are aware of each data point

Staff Responsible for Monitoring: Instructional coach

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Students tracking their own growth from day 1

Strategy's Expected Result/Impact: student investment in their learning

Staff Responsible for Monitoring: teachers and instructional coach

Formative Reviews

Some Progress

November **March** **July**

Strategy 3

LPs are differentiated for both high performers and strugglers

Strategy's Expected Result/Impact: Teachers are prepared with their lessons and pushing differentiation.

Staff Responsible for Monitoring: Instructional coach

Formative Reviews

Some Progress

November **March** **July**

Strategy 4

Unit internalizations include a lesson 0 by creating a high skill (masters/meets) and foundational skills (approaches/DNP).

Strategy's Expected Result/Impact: Teacher closes foundational gaps before they teach the lesson and pushes thinking for high performers.

Staff Responsible for Monitoring: instructional coach

Formative Reviews

Some Progress

November | March | July

Performance Objective 4

70% of Special pops hit their individual STAAR/EOC growth goals by each content.

Evaluation Data Source: MSRs, student self trackers, class trackers.

Strategy 1

Data will be reported in the UE tracker.

Strategy's Expected Result/Impact: Teachers and leaders are aware of each data point

Staff Responsible for Monitoring: Instructional coach

Formative Reviews

Some Progress

November | March | July

Strategy 2

Students tracking their own growth from day 1

Strategy's Expected Result/Impact: student investment in their learning

Staff Responsible for Monitoring: teachers and instructional coach

Formative Reviews

Some Progress

November | March | July

Strategy 3

LPs are differentiated for both high performers and strugglers

Strategy's Expected Result/Impact: Teachers are prepared with their lessons and pushing differentiation.

Staff Responsible for Monitoring: Instructional coach

Formative Reviews

Some Progress

November | March | July

Strategy 4

Unit internalizations include a lesson 0 by creating a high skill (masters/meets) and foundational skills (approaches/DNP).

Strategy's Expected Result/Impact: Teacher closes foundational gaps before they teach the lesson and pushes thinking for high performers.

Staff Responsible for Monitoring: instructional coach

Formative Reviews

Some Progress

November | March | July

Goal 4 Students will pass the EOCs

Performance Objective 1 ☑ High Priority

100% of 12th graders will pass/qualify for passing the English I and English II EOCs.

Evaluation Data Source: Data/UE trackers and EOC results

Strategy 1

Intervention 1 class will be used specifically for growing students gaps, based on EOC data.

Strategy's Expected Result/Impact: Students will have individual growth that will help guide them to pass the EOC.

Staff Responsible for Monitoring: Instructional coach, principal, dcc

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Students will self track, teachers will whole group track to determine which students are on pace to pass.

Strategy's Expected Result/Impact: students take ownership of mastery

Staff Responsible for Monitoring: instructional coach

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2

98% of students will pass Algebra I, Biology and US History EOCs on first attempt (Spring) or 2nd attempt (Summer).

Evaluation Data Source: Data/UE trackers, EOC results

Strategy 1

Specific instructional coaching for each STAAR/EOC class/teacher to ensure students are are pass to their EOC exams.

Strategy's Expected Result/Impact: teachers know their goals

Staff Responsible for Monitoring: instructional coaches

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Lesson rehearsal for teachers who fall into Tier 2 when data is not on pace or in class lessons are below standard

Strategy's Expected Result/Impact: develop teacher and help improve teachers toolbox

Staff Responsible for Monitoring: instructional coaches

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3

100% of Special pops students pass all EOCs

Evaluation Data Source: data/UE trackers, EOC results

Strategy 1

Consistent data tracking by SpEd content lead

Strategy's Expected Result/Impact: Sped teacher and gen ed teacher are aware of the data.

Staff Responsible for Monitoring: SpEd content lead, instructional coach

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Sped check ins weekly with teachers who have students not on pace to pass

Strategy's Expected Result/Impact: more urgency to support student more quickly

Staff Responsible for Monitoring: sped content lead, instructional coaches

Formative Reviews

November	March	July
Some Progress		

Goal 5 Student matriculation

Performance Objective 1

25% of 12th graders will be matriculated into a Tier 1/Tier 2 university.

Evaluation Data Source: DCC tracker, college selections

Strategy 1

Minimum 50% of students will submit an application to Tier 1/Tier 2 university.

Strategy's Expected Result/Impact: More opportunities for students to get selected to a Tier 1/Tier 2 university.

Staff Responsible for Monitoring: DCC, CCs

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

DCC, CCs building key relationships with students and parents to match the university

Strategy's Expected Result/Impact: DCC and CCs will be able to place the student in the right school, not just a "good" school

Staff Responsible for Monitoring: DCC, CC, principal

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2

15% of 12th graders will be matriculated into a Tier 1 university

Evaluation Data Source: DCC Tracker, college selections

Strategy 1

Minimum 50% of students will submit an application to Tier 1 university.

Strategy's Expected Result/Impact: More opportunities for students to get selected to a Tier 1/Tier 2 university.

Staff Responsible for Monitoring: DCC, CCs

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

DCC, CCs building key relationships with students and parents to match the university

Strategy's Expected Result/Impact: DCC and CCs will be able to place the student in the right school, not just a "good" school

Staff Responsible for Monitoring: DCC, CC, principal

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3 ☑ High Priority

100% 12th graders receive CCMR credit

Evaluation Data Source: DCC tracker, AP data

Strategy 1

Weekly check-ins with DCC reviewing CCMR data. Strategy plans for students who have not met their CCMR credit.

Strategy's Expected Result/Impact: 100% students complete CCMR points

Staff Responsible for Monitoring: DCC, API, Principal

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Tutoring plans in place for students who are not TSI exempt.

Strategy's Expected Result/Impact: Support struggling students who still lack the TSI exemption.

Staff Responsible for Monitoring: DCC, API, principal

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 4

30% 9th graders receive CCMR credit (TSI exempt or pass AP exam)

Evaluation Data Source: DCC trackers, AP Exam, TSI tests

Strategy 1

Weekly check-ins with DCC reviewing CCMR data. Strategy plans for students who have not met their CCMR credit.

Strategy's Expected Result/Impact: 100% students complete CCMR points

Staff Responsible for Monitoring: DCC, API, Principal

Formative Reviews

No Progress

November **March** **July**

Strategy 2

Tutoring plans in place for students who are not TSI exempt.

Strategy's Expected Result/Impact: Support struggling students who still lack the TSI exemption.

Staff Responsible for Monitoring: DCC, API, principal

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 5

60% 10th graders received CCMR credit (TSI exempt or pass AP exam)

Evaluation Data Source: DCC trackers, AP exams, TSI tests

Strategy 1

Weekly check-ins with DCC reviewing CCMR data. Strategy plans for students who have not met their CCMR credit.

Strategy's Expected Result/Impact: 100% students complete CCMR points

Staff Responsible for Monitoring: DCC, API, Principal

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Tutoring plans in place for students who are not TSI exempt.

Strategy's Expected Result/Impact: Support struggling students who still lack the TSI exemption.

Staff Responsible for Monitoring: DCC, API, principal

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 6

90% 11th graders receive CCMR credit (TSI exempt or pass AP Exam)

Evaluation Data Source: DCC trackers, AP exams, TSI tests

Strategy 1

Weekly check-ins with DCC reviewing CCMR data. Strategy plans for students who have not met their CCMR credit.

Strategy's Expected Result/Impact: 100% students complete CCMR points

Staff Responsible for Monitoring: DCC, API, Principal

Formative Reviews

Some Progress

November	March	July

Strategy 2

Tutoring plans in place for students who are not TSI exempt.

Strategy's Expected Result/Impact: Support struggling students who still lack the TSI exemption.

Staff Responsible for Monitoring: DCC, API, principal

Formative Reviews

Some Progress

November	March	July

IDEA Public Schools



Mays Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:49 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 14

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 19

Employee Data 19

Parent/Community Data 19

Goals 20

Goal 1 : IDEA Mays AC will increase Meets outcomes on Math and Reading STAAR. 21

Goal 2 : IDEA Mays AC will increase student persistence in Kinder, 3rd, and 5th Grade 25

Goal 3 : IDEA Mays AC will increase average daily attendance in 1st, 3rd and 4th grades. 28

Goal 4 : IDEA Mays AC will increase staff retention 30

Goal 5 : IDEA Mays AC will increase enrollment 32

State Compensatory Education 33

Budget for Mays Academy 34

Title I Summary 35

Title I Personnel 36

Funding Summary 37

SCE Accelerated Instruction (PIC 24) 38

IDEA-B (4130) 38

State SPED (PIC 23) 38

State BESL (PIC 25) 38

Title I Parent Reservation (4120-PAR) 39

Comprehensive Needs Assessment

Demographics

Summary

IDEA Mays Academy is a Title 1 public charter school located on the northwest side of Central City. It currently serves Kindergarten through 5th Grade, and is connected to a College Prep that serves grades 6-12. It is 1 of the 123 schools that the district serves and is home to 667 of the 74,217 students within its District.
IDEA Mays Academy currently serves a predominantly Hispanic population (78%) that is also 72.7% Economically Disadvantaged.The school also has programs supporting students who have a need for Special Education Services (76- 11%) and Emergent Bilingual (83- 12%).
c. The staff at Mays Academy is made up of 44 teachers, 15 of which are co-teachers, and 6 administrative staff. This includes 100% of staff who have between 1 and 11 years of experience. Teachers at Mays Academy have historically been promoted within, from Co-Teacher to Teacher and from Lead Teacher to Leadership (Assistant Principal and/or Principal). The teacher population consists of 79% Hispanic, 3% African American, and 25% White. There are currently 4 male staff members and 40 female staff members with 100% having a college degree (Bachelors-83% Masters- 17%)Teacher retention was at an all time high this past school year with 92% of staff returning from 2023-2024 to 2024-2025. Mays Academy had 2 Special Education Teacher openings for the entirety of the 2023-2024 school year. Of the 8% of teachers that left, one of those was a veteran 5th Grade Math Teacher. Mays Academy has been nationally recognized for its student achievement in Reading and Math, as well as a TEA - A rated school for the past three school years. There is a high level of achievement that is embraced and celebrated by the staff and its community.

Strengths

IDEA Mays offers intervention classes to scholars who are behind academically.

IDEA Mays offers a competitive salary for teachers with experience.

IDEA Mays is achieving it's mission of college for all in serving a majority of economically disadvantaged students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	There is a need to increase student persistence to meet needs of enrollment, currently under enrolled at 584 students out of 667.	1. Lack of consistent and clear communication around school culture and expectations to parents and students during the onboarding process (Welcome to IDEA) 2. Lack of consistent community building events. 3. Lack of consistent recruiting mechanisms
2 ★	There is a need to ensure contents are taught at rigor that aligns to state expectations.	1. Lack of consistent Math and Reading intervention with alignment to state standards 2. Lack of curriculum alignment towards state standards in Math.

★ = Priority

Student Learning

Summary

During the 21.22 school year, IDEA Mays Academy earned an overall rating of a 96 (A) by the TEA. They scored a 91 on Domain 1; 94 on Domain 2; and a 100 on Domain 3. This is the highest that IDEA Mays Academy has ever scored. They also grew significantly in both Special Education Data and English Learner Data. IDEA Mays Academy also earned all eligible distinctions from the TEA.

During the 22.23, 23.24 and 24.25 school year IDEA Mays Academy continued the trajectory of high student learning outcomes on all MOCK assessments. IDEA Mays Academy`s projected scores rank it amongst the highest in IDEA Public Schools.

“See PDF in Addendum for more information.”

Strengths

- Strong internal data tracking, progress monitoring and sub-population reporting
- Increase from pre-pandemic results and pandemic results
- Higher number of scholars hit growth goals

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students in CSI and SpEd in grade 3-5 did not meet 60% approaches goal on STAAR exam.	Intervention groups not implemented with fidelity.
2 ★	1st grade students did not meet 90% on grade level in direct instruction at end of year.	Intervention plan did not occur until mid way through the 3rd quarter.

★ = Priority

School Processes & Programs

Summary

Teachers received weekly professional development based on trends identified by the Mays Campus Lead Team. Campus communicates via Remind (primary) and various social media outlets(secondary). Lead team and Grade Team leaders meet once a month to identify and problem solve around campus trends. Campus provides various extracurricular activities and enrichment.

Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA reatins an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Our family engagement strategy is not comprehensive and cohesive across all schools.	No set family engagement events set at Beginning of Year.
2 ★	Lack of extracurricular activities offered	Low teacher investment to sponsor clubs in Academy

★ = Priority

Perceptions

Summary

Student conflict has been reduced significantly this year due to the commitment to peer mediation, Scholar2Scholar Peer Mentoring, etc. Teacher retention has declined this year in comparison to 21.22. We are currently around 85% staff retention, but that number will be dropping.

Strengths

1 High performing teacher retention
2 100% Grade Team Leader retention
3 Promotion of internal co-teachers and teachers to higher level positions.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	During the past couple of years, our student mental health cases have increased.	Lack of consistent implementation of Move This World curriculum.
2 ★	Overall staff retention lower than previous school year.	Staff investment in accountability measures inconsistent.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	There is a need to increase student persistence to meet needs of enrollment, currently under enrolled at 584 students out of 667.	1. Lack of consistent and clear communication around school culture and expectations to parents and students during the onboarding process (Welcome to IDEA) 2. Lack of consistent community building events. 3. Lack of consistent recruiting mechanisms
2 ★	There is a need to ensure contents are taught at rigor that aligns to state expectations.	1. Lack of consistent Math and Reading intervention with alignment to state standards 2. Lack of curriculum alignment towards state standards in Math.
3 ★	Our family engagement strategy is not comprehensive and cohesive across all schools.	No set family engagement events set at Beginning of Year.
4 ★	Lack of extracurricular activities offered	Low teacher investment to sponsor clubs in Academy
5 ★	During the past couple of years, our student mental health cases have increased.	Lack of consistent implementation of Move This World curriculum.
6 ★	Students in CSI and SpEd in grade 3-5 did not meet 60% approaches goal on STAAR exam.	Intervention groups not implemented with fidelity.

7 ★	1st grade students did not meet 90% on grade level in direct instruction at end of year.	Intervention plan did not occur until mid way through the 3rd quarter.
8 ★	Overall staff retention lower than previous school year.	Staff investment in accountability measures inconsistent.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Goals

Goal 1 IDEA Mays AC will increase Meets outcomes on Math and Reading STAAR.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Third-fifth grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 63% to 66% in Spring 2026.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Ensure students receive high quality intervention.

Strategy's Expected Result/Impact: Increase in student achievement.

Staff Responsible for Monitoring: Assistant Principals, Principal, Teachers

Problem Statements: Demographics 2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July
Some Progress		

Strategy 2

HB1416 Tutoring -Increase in student achievement.

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	There is a need to ensure contents are taught at rigor that aligns to state expectations.	1. Lack of consistent Math and Reading intervention with alignment to state standards 2. Lack of curriculum alignment towards state standards in Math.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Third-Fifth Grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 36% to 55% in Spring 2026.

Strategy 1

Ensure students receive high quality intervention to close gaps in learning.

Strategy's Expected Result/Impact: Increase in student acheivement

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

Problem Statements: Demographics 2 - Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	There is a need to ensure contents are taught at rigor that aligns to state expectations.	1. Lack of consistent Math and Reading intervention with alignment to state standards 2. Lack of curriculum alignment towards state standards in Math.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students in CSI and SpEd in grade 3-5 did not meet 60% approaches goal on STAAR exam.	Intervention groups not implemented with fidelity.

Performance Objective 3 ☑ High Priority

100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Source: HB4545 Minutes tracked on powerschool

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

100% of HB4545 students will be targeted from day one of school and will have embedded minutes of extra instruction throughout the year through after school tutoring, during school tutoring, and track minutes in Power Teacher.

Strategy's Expected Result/Impact: 100% of students will meet the required HB4545 minutes

Staff Responsible for Monitoring: Principals, Assistant Principals, Teachers

Funding Sources: HB1416 Tutoring SCE Accelerated Instruction (PIC 24), Pay Code 356/357, $39,777.94

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

November **March** **July**

Performance Objective 4 ☑ High Priority

50% of SPED Students attain Meets in STAAR by June 2026(TEC 11.253(d)(2))

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Ensure CSI and intervention are implemented with fidelity.

Strategy's Expected Result/Impact: Increase in student achievement.

Staff Responsible for Monitoring: Teachers, Principal, Assistant Principals, SpEd Team

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July
Considerable Progress		

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students in CSI and SpEd in grade 3-5 did not meet 60% approaches goal on STAAR exam.	Intervention groups not implemented with fidelity.

Performance Objective 5 ☑ High Priority

70% of all students in 3rd - 5th grade math achieve their growth goal during the 25/26 SY on STAAR

Evaluation Data Source: Accountability Dashboard - IA outcomes

Goal 2 IDEA Mays AC will increase student persistence in Kinder, 3rd, and 5th Grade

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Mays Campus receive a score of proficient or higher on the campus safety scorecard for the 2025-26 school year (TEC 11.253(d)(8))

Strategy 1

Ensure safety drills are scheduled throughout the whole year before BOY.

Strategy's Expected Result/Impact: School stays in compliance with safety drills.

Staff Responsible for Monitoring: Principal, Assistant Principal of Operations.

Problem Statements: Demographics 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to increase student persistence to meet needs of enrollment, currently under enrolled at 584 students out of 667.	1. Lack of consistent and clear communication around school culture and expectations to parents and students during the onboarding process (Welcome to IDEA) 2. Lack of consistent community building events. 3. Lack of consistent recruiting mechanisms

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

School 100% 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.

Strategy 1

Schedule meetings and advertise to parents during BOY PD.

Strategy's Expected Result/Impact: Stay in compliance with 100% of meetings.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1 - School Processes & Programs 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to increase student persistence to meet needs of enrollment, currently under enrolled at 584 students out of 667.	1. Lack of consistent and clear communication around school culture and expectations to parents and students during the onboarding process (Welcome to IDEA) 2. Lack of consistent community building events. 3. Lack of consistent recruiting mechanisms

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Our family engagement strategy is not comprehensive and cohesive across all schools.	No set family engagement events set at Beginning of Year.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1

Get Safer Smarter Schools paperwork signed during Meet The Teacher

Strategy's Expected Result/Impact: Start SSS program earlier in the school year.

Staff Responsible for Monitoring: School Counselor.

Problem Statements: Student Learning 2 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Accomplished

November	March	July

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	1st grade students did not meet 90% on grade level in direct instruction at end of year.	Intervention plan did not occur until mid way through the 3rd quarter.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	During the past couple of years, our student mental health cases have increased.	Lack of consistent implementation of Move This World curriculum.

Performance Objective 4 High Priority

Mays AC in grades Kinder, 3rd and 5th grade will increase to an average of 85% in 25/26 SY

Evaluation Data Source: Persistence Dashboard

Performance Objective 5 High Priority

100% of required Title 1 PAR Family Engagement held for the 2025-2026 school year

Evaluation Data Source: Title 1 PAR Family Engagement

Goal 3 IDEA Mays AC will increase average daily attendance in 1st, 3rd and 4th grades.

Performance Objective 1

100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Strategy 1

Ensure PE teachers has all materials needed to track minutes before FDOS.

Strategy's Expected Result/Impact: Meet MVPA goal.

Staff Responsible for Monitoring: PE Coach

Problem Statements: School Processes & Programs 2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Lack of extracurricular activities offered	Low teacher investment to sponsor clubs in Academy

Performance Objective 2 ☑ High Priority

IDEA Mays will achieve a 95.0% average daily attendance rate for grades 1st, 3rd and 4th in the 25-26 school year

Evaluation Data Source: ADA Dashboard

Strategy 1

Weekly celebrations for highest ADA.

Strategy's Expected Result/Impact: Increase in average daily attendance.

Staff Responsible for Monitoring: SIS, APO, Principal, APIs.

Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to increase student persistence to meet needs of enrollment, currently under enrolled at 584 students out of 667.	1. Lack of consistent and clear communication around school culture and expectations to parents and students during the onboarding process (Welcome to IDEA) 2. Lack of consistent community building events. 3. Lack of consistent recruiting mechanisms

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Lack of extracurricular activities offered	Low teacher investment to sponsor clubs in Academy

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	During the past couple of years, our student mental health cases have increased.	Lack of consistent implementation of Move This World curriculum.

Goal 4 IDEA Mays AC will increase staff retention

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-26 school year.

Strategy 1

Quarterly check ins with all staff members to ensure they are being supported to their fullest

Strategy's Expected Result/Impact: Completion of staff development cycles

Staff Responsible for Monitoring: Principal, Assistant Principal, Direct Manager

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Overall staff retention lower than previous school year.	Staff investment in accountability measures inconsistent.

Performance Objective 2 ☑ High Priority

IDEA Mays AEES results increase by 5% in the (3) lowest statements in the 24/25 SY

Evaluation Data Source: AEES survey results

Strategy 1

Monthly feedback cycles with responses given to whole staff within 24 hours.

Strategy's Expected Result/Impact: Increase in Survey Results

Staff Responsible for Monitoring: Principal/APIs/GTLs

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Overall staff retention lower than previous school year.	Staff investment in accountability measures inconsistent.

Goal 5 IDEA Mays AC will increase enrollment

Performance Objective 1 ☑ High Priority

IDEA Mays Academy will enroll 90 scholars in kindergarten for the 26/27 SY.

Evaluation Data Source: Enrollment Dashboard - STREAM

Strategy 1

IDEA Mays Academy will enroll 90 scholars in kindergarten for the 26/27 SY. Increase SRD days and parent engagement activities.

Staff Responsible for Monitoring: APO

Funding Sources: IDEA-B IDEA-B (4130), $4,884.15

Formative Reviews

November	March	July
Some Progress		

State Compensatory Education

State Compensatory

Budget for Mays Academy

Total SCE Funds: $39,777.94

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

HB1416 tutorials

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALICE VALDEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
FRANCES CHRISTINA ALDACO	COTEACHER	School-wide Program	1
JANELY JASMINE CARPIO	SR. COTEACHER	School-wide Program	1
MISTY NICHOLE TAPIA	COTEACHER	School-wide Program	1
Vacant	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	HB1416 Tutoring	Pay Code 356/357	$39,777.94
				Sub-Total	$39,777.94
				Budgeted Fund Source Amount	$39,777.94
				+/- Difference	$0.00

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	IDEA-B	--	$4,884.15
				Sub-Total	$4,884.15
				Budgeted Fund Source Amount	$4,884.15
				+/- Difference	$0.00

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,543.46
				+/- Difference	**$7,543.46**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,061.57
				+/- Difference	**$3,061.57**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,721.27
				+/- Difference	**$2,721.27**

IDEA Public Schools

Mays College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:50 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Data Documentation for CNA 13

Improvement Planning Data 14

Accountability Data 14

Student Data: Assessments 14

Student Data: Student Groups 15

Student Data: Behavior and Other Indicators 15

Employee Data 15

Goals 16

Goal 1 : Mays CP will increase staff retention 17

Goal 2 : Mays CP will increase overall attendance 19

Goal 3 : Mays CP will increase student persistence 21

Goal 4 : Mays CP will increase overall campus rating 22

Goal 5 : Mays CP will increase T1/T2 commitments for the class of 2026 24

Goal 6 : Mays CP will increase student enrollment 27

State Compensatory Education 28

Budget for Mays College Prep 29

Title I Summary 30

Title I Personnel 31

Funding Summary 32

SCE Accelerated Instruction (PIC 24) 33

IDEA-B (4130) 33

State SPED (PIC 23) 33

State BESL (PIC 25) 33

Title I Parent Reservation (4120-PAR) 34

Comprehensive Needs Assessment

Demographics

Summary

IDEA Mays College Prep is a Title I campus that offers high-quality educational programs and extracurricular activities to students in grades 6 through 12. Mays College Prep has consistently met its individual enrollment targets and looks forward to welcoming approximately 780 students for the 2025–26 school year. The school's demographics indicate that about 84% of the student population identifies as economically disadvantaged.

Strengths

- 100% of At-Risk Purple Sense scholars received Tier II counseling services
- 100% of seniors received a four year college acceptance
- On track to hit 90% scholar retention
- On track to hit 85% staff retention

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Grade teams were inconsistent in their communication with families, which contributed to a perception that the school was unresponsive to parent concerns.	Without a standardized system for when, how, and what to communicate with families, each team or teacher may approach communication differently. This can lead to missed updates, delays in response, and confusion for families. Additionally, if there's no consistent follow-up or monitoring from leadership, teams may not prioritize family communication consistently.
2	A lack of consistent staff retention, driven by challenges in school culture, led to ongoing vacancies. This instability negatively impacted staff morale, student experience, and family satisfaction.	Leadership identified that the primary root causes included a lack of strong adult culture, low teacher persistence from the previous school year, and several new staff members starting late and missing beginning-of-year professional development. These factors contributed to inconsistent staff retention and early-year instability.

★ = Priority

Student Learning

Summary

IDEA Mays College Prep is a Title 1 campus that offers quality educational programs and extracurricular activities to students in grades 6-12. Currently, IDEA Mays has an overall ELA mock score of 80/57/19 with an overall achievement average of 52. Math is currently at 60/26/9 with an achievement average of 31. Mays has seen a decline in our math department in overall student performance.

Strengths

Strengths:

-ELA is on track to hit achievement average goal.

-ELA EB population are hitting their goals for ELA.

-There is a consistent curriculum being followed with ELA.

-100% of scholars are on track for college matriculation.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	EL/Hispanic/Subpops have shown deficiency in Math.	IDEA as an organization focuses heavily on ELA.
2	There are ineffective tutorials.	There are gaps in master schedule and lack of accountability with teachers.

★ = Priority

School Processes & Programs

Summary

At Mays, we prioritize in-the-moment coaching. This means every leader, teacher, and faculty member receives feedback at the point of error. Instructional leaders are expected to hold weekly check-ins with each team member they manage to ensure ongoing development and support individual growth.

Strengths

- Following classroom observations, TeachBoost status updates are submitted by the end of the day. This ensures timely documentation of instructional practices and allows for prompt feedback to be delivered to teachers.
- All teachers are consistently rated on Guideposts 1 through 4. These ratings are kept current and accurately reflect the teacher's instructional performance and progress toward professional growth goals.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Coaching teachers to execute (Intentional PD's).	Weekly PD's have not been intentional to GET Rubric strands. Different instructions based on AC/CP teacher needs.
2	Giving action steps and circling back with teachers through the coaching cycle.	An influx of new staff contributed to a decline in classroom culture, requiring instructional staff to redirect significant time and energy toward managing behaviors. While teachers were observed and given action steps, there was a lack of consistent follow-up, which limited the effectiveness of support and hindered improvement.

★ = Priority

Perceptions

Summary

The biggest gap with Idea Mays CP is the lack of communication and the lack of support. Teachers communicate perception of academics as incongruent due to tracking data but not using it to enhance learning. Teachers discussed teacher absences and retention as being influenced by lack of support throughout the day from both administration and their peers (grade teams). Communication and alignment from both are gaps that contribute to teachers feeling unsupported to the point where they are burned out.

Strengths

Teacher's report feeling safe on campus much of the time. Teachers are also able to recognize improvements in lead team dynamics and teacher retention when compared to last year.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Teachers within grade team cohorts lack feeling of community and team work to support each other	Teachers are not aligned on student consequences and feel unsupported by excessive teammate absences.
2	Teachers feel unsupported by admin in regards to behavior and classroom culture	Training and coaching were not given in an appropriate time frame to ensure that teachers had the skills needed to address issues in classrooms.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**

Goals

Goal 1 Mays CP will increase staff retention

Performance Objective 1

By September 15, 100% of teachers will have completed a strengths interview with their manager. Each interview will be revisited by January 31 to adjust supports and reaffirm commitments.

Summative Evaluation: Some progress made toward meeting Performance Objective

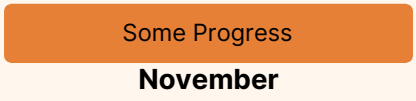
Performance Objective 2

Every teacher will participate in at least one bi-weekly individual check-in with their manager, from August-May, with at least 90% completion rate documented in the tracker.

Strategy 1

Track check-ins by manager through School Boost

Formative Reviews



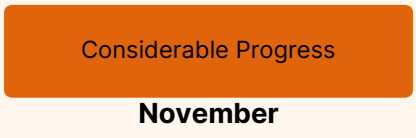
Performance Objective 3 ☑ High Priority

Every teacher will receive at least two formal coaching conversations per month from August-May, with weekly coaching during the 1st quarter (August-October).

Strategy 1

Update SchoolBoost ratings and next steps weekly for 100% of teachers in the 1st quarter

Formative Reviews



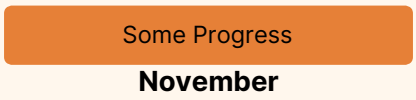
Performance Objective 4

Leaders will celebrate at least three teachers per week through staff shoutouts, newsletters, or recognition events, sustained from August-May.

Strategy 1

Assign Teachers and GTL's of the Month

Formative Reviews



Strategy 2

Adhere to a monthly celebration calendar

Formative Reviews



Performance Objective 5

By September 1, 100% of teachers will review and sign acknowledgment of campus policies that are added on to the employee handbook. From September-May, leaders will monitor and address compliance monthly, ensuring all issues are resolved within 2 weeks.

Strategy 1

Update the internal accountability tracker on a weekly basis and assign progressive discipline as needed.

Formative Reviews



Goal 2 Mays CP will increase overall attendance

Performance Objective 1

By September 1, 100% of staff will be trained on the ADA Matrix, and campus leaders will monitor compliance weekly, ensuring 100% adherence by October 1 and sustained through May.

Strategy 1

Document Compliance with the ADA Matrix in an excel spreadsheet as well as the AIS System.

Strategy's Expected Result/Impact: Increased communication with families and increased ADA by student

Staff Responsible for Monitoring: APO/Principal

Formative Reviews

No Progress

November	March	July

Strategy 2

Schedule Truancy Officer quarterly to meet with parents and students that are truant.

Strategy's Expected Result/Impact: Decrease chronic absenteeism

Staff Responsible for Monitoring: APO/Principal

Formative Reviews

No Progress

November	March	July

Performance Objective 2

For every student with 3 or more unexcused absences, leaders will conduct a 1:1 meeting with the parent and student within 5 school days of the third absence, documented in AIS.

Evaluation Data Source: ADA Report

Performance Objective 3

From August-May, leaders will ensure that 100% of students with an absence receive daily outreach (call, text, or home visit) by 3:00 PM, with outreach documented in AIS.

Evaluation Data Source: AIS Reports

Performance Objective 4

Beginning the first week of school, campus lead team will hold a 10-minute ADA huddle each morning to review daily attendance data, current actions taken and assign follow-up actions (if necessary), with at least 90% completion rate across the year.

Performance Objective 5 ☑ High Priority

Starting in September, campuses will implement at least one attendance incentive event per month (e.g., perfect attendance recognition, class competitions), documented in the campus culture calendar, sustained through May.

Strategy 1

Celebrate teachers for homeroom ADA on a weekly basis

Formative Reviews

No Progress

November	March	July

Strategy 2

Schedule monthly student incentives for ADA

Formative Reviews

Some Progress

November	March	July

Strategy 3

Schedule quarterly ADA Celebration events for students with perfect attendance for the quarter.

Formative Reviews

No Progress

November	March	July

Goal 3 Mays CP will increase student persistence

Performance Objective 1

By May 2026, the campus will reduce office discipline referrals by 20% compared to the 2024-25 school year baseline, tracked monthly and shared with staff.

Performance Objective 2

Campuses will host at least one parent involvement opportunity per month (classroom visits, daytime volunteering, or evening events) with a goal of 70% parent participation by May.

Performance Objective 3

From August-May, teachers and leaders will implement PBIS with fidelity by issuing at least 5 positive points for every consequence, and campuses will hold monthly PBIS incentive events documented in the culture calendar.

Performance Objective 4

Each campus will host 4 family engagement sessions (one per quarter) with at least 50% of families attending annually, and feedback will be collected after each session to inform next steps.

Performance Objective 5 ☑ High Priority

By September 1, campus leaders will implement a bi-weekly parent communication system (e.g., newsletters, Remind, ClassDojo) ensuring at least 90% of families receive and engage with updates across the year.

Goal 4 Mays CP will increase overall campus rating

Performance Objective 1

From September-May, 100% of Academic Block time for 6th and 7th grade will be used exclusively for targeted Math and Reading tutorials, with the goal that at least 70% of students in intervention groups meet or exceed their MOY growth targets and 80% meet or exceed EOY STAAR growth targets.

Performance Objective 2

Beginning in September, campus leaders will conduct weekly instructional rounds with GTLs (for culture) and CTLs (for content), using the GET Rubric to provide feedback. At least 90% of teachers will be observed and rated monthly.

Performance Objective 3

By September 15, 100% of students in STAAR-tested grades will be scheduled into Math and Reading intervention groups. From September-May, identified students will receive a minimum of 1 targeted tutoring session per week aligned to STAAR standards, with the goal that at least 80% of students in tutoring meet or exceed their STAAR growth targets by EOY.

Performance Objective 4 ☑ High Priority

100% of identified scholars meet the required minutes per House Bill 4545 (HB4545)

Evaluation Data Source: HB4545 Minutes tracked on powerschool

Strategy 1

100% of HB4545 students will be targeted from day one of school and will have embedded minutes of extra instruction throughout the year through after school tutoring, and track minutes in Power Teacher.

Strategy's Expected Result/Impact: 100% of students will meet the required BB4545 minutes

Funding Sources: HB1446 Tutoring SCE Accelerated Instruction (PIC 24), Pay Code 356/357, $42,150.38

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 5 ☑ High Priority

By October 1, teachers will submit baseline Reading and Math performance data for all high-focus students (including SPED, EB, Eco Dis., & Highly Mobile). From October-May, progress monitoring will occur bi-weekly, with results analyzed in data meetings and 100% of growth goals tracked quarterly to ensure students are on track to meet or exceed their end-of-year targets.

Strategy 1

Track and monitor CSI student goals

Strategy's Expected Result/Impact: Increase RenStar scores at each exam.

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Track and monitor Dyslexia progress

Formative Reviews

No Progress

November **March** **July**

Strategy 3

Discuss SPED data at every tactical

Strategy's Expected Result/Impact: Increase SPED data

Staff Responsible for Monitoring: Principal

Formative Reviews

No Progress

November **March** **July**

Goal 5 Mays CP will increase T1/T2 commitments for the class of 2026

Performance Objective 1

By May 2026, increase the percentage of Class of 2026 students committing to Tier 1/Tier 2 colleges from 15% to 25%, tracked quarterly through Naviance/Match & Fit reports.

Evaluation Data Source: Naviance

Strategy 1

College Counselors will plan 4-6 T1/T2 University campus visits for the Class of 2026 & 2027

Strategy's Expected Result/Impact: Increase exposure to T1/T2 Universities

Staff Responsible for Monitoring: Principal

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Ensure that students are adding 50% of T1/T2 Universities to their Great College List

Staff Responsible for Monitoring: DCC/CC/Principal

Formative Reviews

Some Progress

November **March** **July**

Strategy 3

Add college visits to T1/T2 Universities.

Formative Reviews

Some Progress

November March July

Performance Objective 2

By September 15, 2025, ensure that 100% of 10th-12th grade students are enrolled in ACT tutorials through RTTC, with attendance monitored weekly and at least 85% average student participation sustained through May 2026.

Evaluation Data Source: ACT Score of 21+

Strategy 1

Enroll students in programs such as Edgenuity or AlbertIO

Strategy's Expected Result/Impact: Increase ACT scores through practice

Staff Responsible for Monitoring: DCC will monitor CC and RTTC teacher progress

Formative Reviews

Some Progress

November March July

Performance Objective 3

By May 2026, ensure that 90% of students take the official ACT at least 4 times, with testing opportunities scheduled and tracked at the campus level each quarter.

Evaluation Data Source: ACT scores

Strategy 1

Have students enroll for the official ACT Exam starting in 10th grade

Strategy's Expected Result/Impact: Increase ACT Score

Staff Responsible for Monitoring: DCC/Principal

Formative Reviews

No Progress

November March July

Performance Objective 4 ☑ High Priority

By December 15, 2025, 100% of Class of 2026 seniors will have applied to at least 5 Tier 1/Tier 2 colleges identified on their personalized match & fit list, tracked through Naviance. By May 2026, at least 90% of

students will have received 2 or more Tier 1/Tier 2 acceptances.

Goal 6 Mays CP will increase student enrollment

Performance Objective 1

By August 2026, increase new student applications by 20% compared to the 2025 cycle through monthly recruitment events (minimum of 2 per month) and weekly community outreach documented in the enrollment tracker.

Performance Objective 2

By the first day of school, achieve at least 85% conversion of accepted applicants to enrolled students by conducting Welcome to IDEA / onboarding sessions for 100% of new families by July 15, 2026.

Performance Objective 3 ☑ High Priority

Maintain at least 90% persistence of currently enrolled students from August-May by conducting quarterly family check-ins and resolving 100% of documented intent-to-withdraw cases within 5 school days.

Performance Objective 4

By Day 11 of the 2026-2027 school year, meet or exceed the regional enrollment target (XX students), with weekly progress monitoring meetings beginning June 1, 2026, and interventions planned for any grade levels below 95% enrollment.

State Compensatory Education

State Compensatory

Budget for Mays College Prep

Total SCE Funds: $42,150.80

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

HB1416 tutorials

Title I Summary

Title I Personnel

Name	Position	Program	FTE
EARLE ASHBY JACKSON	TEACHER - INTERVENTIONIST	School-wide Program	1
MAKAYLA BRIANNA PURSLEY	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	4	1	HB1446 Tutoring	Pay Code 356/357	$42,150.38
				Sub-Total	$42,150.38
				Budgeted Fund Source Amount	$42,150.38
				+/- Difference	$0.00

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,868.34
				+/- Difference	**$6,868.34**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,607.99
				+/- Difference	**$10,607.99**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,195.48
				+/- Difference	**$4,195.48**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,883.57
				+/- Difference	**$2,883.57**

IDEA Public Schools

McAllen Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:58 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Goals 4

Goal 1 : Increase academic achievement in all STAAR tested areas (RLA, Math & Science)... 5

Goal 2 : Increase student persistence 10

Goal 3 : Students will meet 70% growth on the DIBELS end of year exam 12

Goal 4 : Increase Kinder enrollment 13

Goal 5 : Increase performance with Domain 3 14

Title I Summary 15

Title I Personnel 16

Goals

Goal 1

Increase academic achievement in all STAAR tested areas (RLA, Math & Science) meets performance in grades 3-5 on the STAAR assessment by June 2026

Performance Objective 1

☑ High Priority ☑ HB3 Goal

Improve meets math performance in grades 3-5 from 34% to 50%

Evaluation Data Source: Unit exams
End of Module/Mid-Module Exams
Mock
Semester Exams
Cambium Assessment

Strategy 1

Strengthen Coaching Systems
* Start strong: Launch the year with clearly communicated coaching expectations, weekly lesson rehearsals, and side-by-side unit unpacking.
* Early rigor checks: Begin lesson walkthroughs and feedback with a focus on student talk, STAAR-level questioning, CFUs, and pacing from the first week.
* Firm accountability: Track follow-through on coaching action steps weekly using a dashboard; address patterns of low implementation promptly and implement the coaching cycle with fidelity.

Strategy's Expected Result/Impact: Meets performance will increase for STAAR exam to 50%

Staff Responsible for Monitoring: Principal, Teacher Managers

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July

Strategy 2

2. Data & Progress Monitoring
* TEKS tracking from Day 1: Use student-level trackers aligned to TEKS and the Bluebonnet curriculum starting in the first unit--not just when Mastery Machine launches.
* Mid-Module/EOM Exam data reviews: Hold structured data dives after each assessment to identify misconceptions and adjust instructional plans early.
* Use prior STAAR data: Integrate STAAR item analysis from the past two years into summer PD and early-year planning to drive targeted support.

Strategy's Expected Result/Impact: Meets performance will increase to 50%

Staff Responsible for Monitoring: Principal, Teacher Managers

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July

Strategy 3

Instructional Alignment & Pacing
* Align tightly with curriculum: Support teachers in internalizing curriculum without over-supplementing or reteaching unnecessarily. Help them trust and stretch the materials rather than alter them.
* Lesson plan review protocol: Fully review submitted plans beyond the first action step; use a checklist for rigor, pacing, guided practice, and student engagement.
* Time management in science: Adjust science planning to accommodate shorter class times; intentionally plan lessons to maintain rigor despite time constraints.

Strategy's Expected Result/Impact: Meets performance will increase to 50% for math on STAAR performance

Staff Responsible for Monitoring: Principal, Teacher Managers

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July

Strategy 4

Maximize Instructional Opportunities
* Embed cross-content strategies: Reinforce literacy within math instruction through structured problem analysis and written explanations.
* Review and reflect: Ensure every unit exam is reviewed in class to correct misconceptions and promote metacognition.
* Prioritize exploration: Reintroduce consistent hands-on science experiments to deepen conceptual understanding and student engagement.

Strategy's Expected Result/Impact: Meets Math Performance will increase to 50% on STAAR exam

Staff Responsible for Monitoring: Principal, Teacher Managers

Formative Reviews

November	March	July

Strategy 5

. Leadership Reflection & Growth
* Coach with clarity and urgency: Maintain a direct, high-expectation coaching tone from the start of the year.
* Avoid assumptions: Verify readiness through observation and pre-work checks, not presumed experience or status.
* Model best practices: Lead by example in unpacking content, identifying rigor, and using TEKS and data to drive planning.

Strategy's Expected Result/Impact: Meets performance will increase to 50% in math for STAAR

Staff Responsible for Monitoring: Principal, Teacher Managers

Formative Reviews

November	March	July

Performance Objective 2

Improve RLA meets performance in grades 3-5 from 55% to 65%

Evaluation Data Source: Mid Module Exams
End of Module Exams
Exit ticket data
Semester Exam
Mock Exam
Cambium Assessment

Strategy 1

Strengthen Writing Accountability Systems
* Reinstate and consistently use the ECR tracker from the first assessment cycle, with weekly checkpoints and student-level analysis.
* Use trackers to identify trends in response quality (incomplete, partially correct, strong evidence) and adjust instruction accordingly.

Strategy's Expected Result/Impact: Increase RLA meets performance from 55% to 65%

Staff Responsible for Monitoring: Principal, Teacher Managers

Formative Reviews

November	March	July

Strategy 2

Tighten Reteach Plan Execution
* Ensure reteach plans are created and executed with fidelity by:

o Embedding reteach checks into weekly PLC agendas
o Requiring submission of updated lesson plans with embedded reteach components
o Following up with observations and student work samples to ensure alignment

Strategy's Expected Result/Impact: Increase meets performance from 55% to 65%

Staff Responsible for Monitoring: Principal, Teacher Managers

Formative Reviews

November	March	July

Strategy 3

Sustain and Scale Strengths
* Continue to prioritize lesson rehearsal, aggressive monitoring, and exemplar modeling--key drivers of 3rd and 4th grade success.
* Use 3rd grade planning and instructional strategies as models for vertical alignment and cross-grade calibration.
* Highlight 4th grade SAS growth and SPED gains as case studies for effective differentiation and targeted support.

Strategy's Expected Result/Impact: Increase meets performance from 55% to 65%

Staff Responsible for Monitoring: Principal, Teacher Managers

Formative Reviews

November	March	July

Strategy 4

Elevate ECR Rigor and Stamina
* Provide structured writing scaffolds and model high-quality constructed responses weekly.
* Incorporate monthly writing calibration sessions during PLCs to norm expectations across grade levels.
* Increase time allocated for daily writing practice, especially in 4th grade where performance lagged UV-wide.

Strategy's Expected Result/Impact: Increase meets performance from 55% to 65%

Staff Responsible for Monitoring: Principals, Teacher Managers

Formative Reviews

November	March	July

Strategy 5

Strengthen Data-Driven Instruction
* Anchor every data conversation with clear next steps, and tie them to walkthroughs and feedback cycles.
* Assign leadership roles for reteach plan monitoring to ensure coverage, pacing, and evidence of impact.

Strategy's Expected Result/Impact: Increase meets performance to 55% to 65%

Staff Responsible for Monitoring: Principals, Teacher Managers

Formative Reviews

November	March	July

Goal 2 Increase student persistence

Performance Objective 1

Increase 79% to 90% Move This World of plays

Strategy 1

Increase accountability with teachers who do not meet weekly play goal

Formative Reviews

November	March	July

Strategy 2

Conduct walkthroughs daily and document walkthrough information in Teachboost

Strategy's Expected Result/Impact: 90% goal of MTW will be achieved and student persistence district goal will be met

Staff Responsible for Monitoring: Social Worker/School Counselor

Formative Reviews

November	March	July

Performance Objective 2 ☑ High Priority

Increase new student persistence to 90%

Strategy 1

Establish weekly lunch bunches led by Counselor and Social Worker to build relationships

Strategy's Expected Result/Impact: District persistence goal met/campus new student persistence goal of 90% met
BOY survey will be above 4.8

Staff Responsible for Monitoring: Social Worker/APO/School Counselor/Principal/Teachers

Formative Reviews

November	March	July

Performance Objective 3

Achieve parent survey score of 4.8 or higher at BOY

Evaluation Data Source: BOY Survey

Strategy 1

Ensure a monthly family engagement event takes place

Strategy's Expected Result/Impact: Persistence goal met

Staff Responsible for Monitoring: Principal, Social Worker, School Counselor, Teachers, APIs, APO

Formative Reviews

November	March	July

Goal 3 Students will meet 70% growth on the DIBELS end of year exam

Performance Objective 1 ☑ High Priority

Kinder students will meet 70% DIBELS growth at end of year

Evaluation Data Source: Progress Monitoring Bi-Weekly reports

Performance Objective 2 ☑ High Priority

1st Grade students will meet 70% DIBELS growth at end of year

Evaluation Data Source: Progress Monitoring Bi-Weekly reports

Strategy 1

Ensure ADA huddle takes place daily with specific reporting focused on chronic absentee students

Strategy's Expected Result/Impact: ADA will increase from the 24-25 school year

Staff Responsible for Monitoring: APO, Principal, API's, SW, SC and Teachers

Formative Reviews

November	March	July

Performance Objective 3

2nd Grade students will meet 70% DIBELS growth at end of year

Evaluation Data Source: Progress Monitoring Bi-Weekly reports

Goal 4 Increase Kinder enrollment

Performance Objective 1

Increase Kinder enrollment from 85 to 120 students

Strategy 1

Ensure 100% of teachers attend recruitment event and meet recruitment goal

Strategy's Expected Result/Impact: Enrollment will be met on Day 10

Staff Responsible for Monitoring: Kinder Teachers, API, APO, Principal

Formative Reviews

November	March	July

Performance Objective 2 ☑ High Priority

Ensure 100% of staff attend all required recruitment events

Evaluation Data Source: Recruitment event attendance
Enrollment on day 10

Goal 5 Increase performance with Domain 3

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase meets performance for RLA and Math in 3-5 to 60% overall

Evaluation Data Source: STAAR

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase accerlerated learning percentages overall to 60%

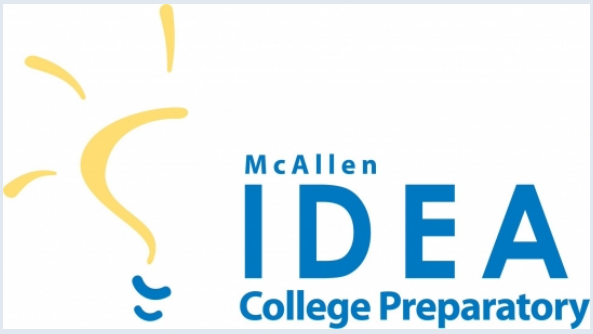
Evaluation Data Source: STAAR

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ADESNIE ANAID GOMEZ	COTEACHER	School-wide Program	1
BELINDA Marie VILLARREAL	COTEACHER	School-wide Program	1
CHARLIZE JUSTINE DE LA GARZA	COTEACHER	School-wide Program	1
JAZMIN GUTIERREZ	COTEACHER	School-wide Program	1
KIMBERLY ASHLEY BENEGAS	COTEACHER	School-wide Program	1
MELINDA PEREZ CARO	TEACHER - INTERVENTIONIST	School-wide Program	1
SARAI LYNN VILLARREAL	COTEACHER	School-wide Program	1
VELMA CANTU	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools



McAllen College Prep

Accountability Rating: A

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

2025-2026 Campus Improvement Plan

Board Approval Date:
August 12, 2025

Public Presentation Date:
August 11, 2025

Generated by Plan4Learning.com
March 12, 2026 at 09:58 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 10

Perceptions 13

Priority Problem Statements 15

Data Documentation for CNA 18

Improvement Planning Data 19

Accountability Data 19

Student Data: Assessments 19

Student Data: Student Groups 20

Student Data: Behavior and Other Indicators 20

Employee Data 21

Parent/Community Data 21

Support Systems and Other Data 21

Goals 22

Goal 1 : Increase tier 1/2 matriculation 23

Goal 2 : Retain strong teachers in all grade levels 24

Goal 3 : Increase student persistence 26

Goal 4 : Improve academic achievement in reading and math in all grade levels 32

Goal 5 : Increase full day daily attendance 35

Title I Summary 36

Title I Personnel 37

Comprehensive Needs Assessment

Demographics

Summary

Student/Teacher Ratios fluctuate based on courses (electives offered). Moving forward into 25-26, this should not be an issue due to enrollment counts and courses offered (high school). In MS, the issue is with over-enrollment to balance out the lack of enrollment in HS. All teachers need to buy into the IDEA mission of getting all kids to college and meeting enrollment to serve our community and mission statement. Work needs to be done in alignment and vision for our campus for all teachers.

Strengths

The graduation rate is 100%. Our drop rate is 0.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Lack of school culture throughout campus	Lack of consequences in behavior and the lack of accountability on both students and staff
2 ★	Despite high academic expectations, a significant portion of students are students/ELL students	There is a misalignment between instructional strategies and the diverse needs of the student population, including language barriers and varying readiness levels.
3	Incidents of disrespect between students and staff have increased, affecting the learning environment and classroom management.	Lack of consequences in behavior and the lack of accountability on both students and staff
4 ★	Many parents are not actively involved in their children's education, resulting in missed academic opportunities and lower student accountability. Lack of involvement	Lack of investment from campus and parents combined in efforts

★ = Priority

Student Learning

Summary

IDEA McAllen CP is an A rated campus averaging around a 94 on TEA's accountability system each year. Our areas of strength are in ELA and our biggest area for improvement is in math. We reach 100% CCMR each year through AP, IB and the TSI exams.

Strengths

A rated campus each year

30% AP scholar goal hit each year

ELA scores average SAS 62

Average ACT score: 20+

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Interventionists are not available during the classes they teach.	They get pulled for other things.
2	Students dont have enough computers.	money.
3	We need printers that work when we need them.	money.
4	Turning in lesson plans two weeks in advance doesn't help anyone.	No feedback in a timely manner, changing schedules.
5 ★	Exams dates and materials/ floorplan/schedule should be completed at least 2 ahead.	Not having the schedule on hand when arriving the day of exam doesn't help anyone.
6	Students are getting picked up for invalid reasons. (even during testing)	Proper documentation is not being vetted.

7	Students are acting in an unfavorable manner, all the time.	Admin needs consistent consequences and presence.

★ = Priority

School Processes & Programs

Summary

Persistence 96.82

NS Persistence 93.42

ADA 95.51

Staff Retention 96.55

Teachers are very vocal about their needs when it comes to new programs. The administration does its best to support them with procuring materials. New programs implemented tend to be sprung on teachers at the last minute. Deadlines—stuff that is mentioned is supposed to be fixed but then is not. Teachers are given resources that may not be useful to them but have no choice in choosing them.

Training is last-minute; Edcite is a perfect example. On-the-spot learning leads to a loss of work-life balance. Teachers mention that we need to review our 10th-grade master schedule because of the testing load placed on 10th graders (2 EOCs and 6 AP Exams).

A consistent thread of growth would be our systems and procedures' accountability. From uniforms to consequences, we have a large area of growth to close this coming school year.

Strengths

Idea retains an avg. of 84% of students year over year

Idea parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college."

Idea parents rate IDEA as 4.8/5 on the statement " My school holds my child to high academic standards"

Idea students rate IDEA as 4.6/5 on the statement "My teachers challenge me to domy best"

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Lack of 1:1 technology creates gaps in student curriculum	The district curriculum is online, yet the students don't have computer access. How can the students be successful? Students need to have 1:1 technology, otherwise they can't implement technology properly.
2 ★	Lack of accountability for leaders for student attendance, communication about expectations, consequences, and follow-through.	Lack of uniformity amongst leaders for things like: Phones and headphones, uniform expectations, kicking the kids out of class, blackout days, testing plans, ap sign-ups, AP re-testers, behavioural expectations, and culture.
3	Students have huge gaps in basic computer knowledge.	Students have never used computers on a normal basis.
4	Source analysis and learning how to research for a paper	Students have never been introduced to a lot of research, areas to begin studying, and using sources for papers and research.
5	Lack of outside-the-district professional development and lack of opportunities for professional development.	Teachers feel they dont have access to PDs that are not IDEA-led. Teachers want opportunities for AP / IB / region one trainings
6	Lack of curriculum alignment in all areas of subject matter	Students must know what is expected of them in the later grade levels. This creates a significant gap in understanding for the students.

★ = Priority

Perceptions

Summary

When considering the survey results, parents value the welcoming environment when they approach the front office staff. This has been made in reference to the feeling of a conversation and our staff making them feel with that personal touch to each family. The communication is not consistent throughout the grade levels, with some sharing more often than others. Parents are requesting more communication therefore teachers are required to send out atleast 2 communications per week in the middle school. Event communication has improved and parents would like more consistent teacher communication, versus a campus wide communication. Our dismissal line continues to be a challenge to our parents as well as parking for events. The perception that we are being more tolerant with out behavior challenges is consistent amongst students, parents, and staff.

Our staff retention is great for the school year as we are currently at a 91.67% and not anticipating to lose more staff. Our staff is content with the efforts that administration puts into special days such as teacher appreciation weeks, but would like to see more personalized appreciation.

Strengths

- Adaptability
- Welcoming/Family environment
- School wide communication
- Strong academics
- College going culture

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	The lack of accountability across the board for uniform expectations and perceptions of the campus culture among students, parents, and staff, mainly in the High School. Middle school has had more accountability.	Lack of consistency from admin and teachers
2	There is an lack of consequences for disciplinary issues with student behavior.	Inadequate sytem in order to follow through with the assigned consequence
3 ★	Average daily attendance at IDEA McAllen was below target at 94.29%.	Students are not being challeged in a way that they find learning interesting for the middle school. For High school it is more lack of student and parent accountability.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Lack of 1:1 technology creates gaps in student curriculum	The district curriculum is online, yet the students don't have computer access. How can the students be successful? Students need to have 1:1 technology, otherwise they can't implement technology properly.
2	Lack of accountability for leaders for student attendance, communication about expectations, consequences, and follow-through.	Lack of uniformity amongst leaders for things like: Phones and headphones, uniform expectations, kicking the kids out of class, blackout days, testing plans, ap sign-ups, AP re-testers, behavioural expectations, and culture.
3	Exams dates and materials/ floorplan/schedule should be completed at least 2 ahead.	Not having the schedule on hand when arriving the day of exam doesn't help anyone.
4	Interventionists are not available during the classes they teach.	They get pulled for other things.
5	Average daily attendance at IDEA McAllen was below target at 94.29%.	Students are not being challeged in a way that they find learning interesting for the middle school. For High school it is more lack of student and parent accountability.
6	The lack of accountability across the board for uniform expectations and perceptions of the campus culture among students, parents, and staff, mainly in the High School. Middle school has had more accountability.	Lack of consistency from admin and teachers

7 ★	Despite high academic expectations, a significant portion of students are students/ELL students	There is a misalignment between instructional strategies and the diverse needs of the student population, including language barriers and varying readiness levels.
8 ★	Many parents are not actively involved in their children's education, resulting in missed academic opportunities and lower student accountability. Lack of involvement	Lack of investment from campus and parents combined in efforts

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **HB3 CCMR goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**

- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **Pregnancy and related services data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**

- [x] **Class size averages by grade and subject**
- [x] **School safety data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Increase tier 1/2 matriculation

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase seniors applying for early decision from 6% to 25%

Evaluation Data Source: ACT Scores, GPA, Matriculation data

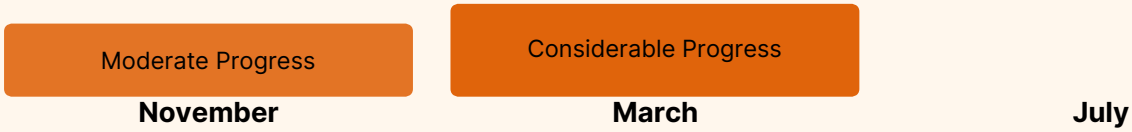
Strategy 1

Early family information sessions to inform parents of the benefits of early decision and Tier 1/2 schools.

Strategy's Expected Result/Impact: Parents become informed of all the benefits and services that come from attending these high success schools. Parents become open to out of valley options earlier.

Staff Responsible for Monitoring: DCC and CCs

Formative Reviews



Goal 2 Retain strong teachers in all grade levels

Performance Objective 1 ☑ High Priority

90% excellent teacher retention (including within IDEA transfers)

Evaluation Data Source: AEES Survey data, EOY retention data

Strategy 1

Provide each teacher as least one day for professional development off campus at Region 1

Strategy's Expected Result/Impact: Increased teacher knowledge and feeling that the district is investing in their development

Staff Responsible for Monitoring: Principal

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July
Considerable Progress	No Progress	

Performance Objective 2

85% of teachers state "I would recommend my manager" on AEES survey

Evaluation Data Source: AEES Survey data

Strategy 1

Quarterly skip level feedback meetings between principal and API to help find areas of strength, growth, and opportunities for API to improve managerial skills

Strategy's Expected Result/Impact: Principal will be able to coach APIs on their customer service and coaching of teachers by hearing the feedback directly from teachers. Increase in AEES survey results

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1, 5 - Perceptions 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Interventionists are not available during the classes they teach.	They get pulled for other things.
5	Exams dates and materials/ floorplan/ schedule should be completed at least 2 ahead.	Not having the schedule on hand when arriving the day of exam doesn't help anyone.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The lack of accountability across the board for uniform expectations and perceptions of the campus culture among students, parents, and staff, mainly in the High School. Middle school has had more accountability.	Lack of consistency from admin and teachers

Goal 3 Increase student persistence

Performance Objective 1 ☑ High Priority

90% Move this World Fidelity (3 times a week, each week, all year)

Evaluation Data Source: Weekly MTW reports

Strategy 1

GTL morning huddles with report outs of MTW usage with API and SC attending at least 1 time a week

Strategy's Expected Result/Impact: Decrease in student discipline infractions, better student to student interactions

Staff Responsible for Monitoring: SC

Problem Statements: Demographics 4 - Perceptions 3

Title I:

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Many parents are not actively involved in their children's education, resulting in missed academic opportunities and lower student accountability. Lack of involvement	Lack of investment from campus and parents combined in efforts

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Average daily attendance at IDEA McAllen was below target at 94.29%.	Students are not being challeged in a way that they find learning interesting for the middle school. For High school it is more lack of student and parent accountability.

Performance Objective 2

90% of 6/7/9th graders meet Fitness Gram activity goal

Evaluation Data Source: Fitness gram metrics

Strategy 1

Tight loop monitoring and coaching of both PE teachers (weekly data conversations and next steps to address gaps)

Strategy's Expected Result/Impact: Increase in students persistence, ADA. Decrease in student misbehavior.

Staff Responsible for Monitoring: API managing 6th and 9th grade PE

Problem Statements: Perceptions 3

Title I:

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Average daily attendance at IDEA McAllen was below target at 94.29%.	Students are not being challeged in a way that they find learning interesting for the middle school. For High school it is more lack of student and parent accountability.

Performance Objective 3

85% parent attendance at bi monthly grade level parent meetings and report card nights

Evaluation Data Source: Sign in sheets and attendance rosters

Strategy 1

Student and parent incentives for attending parent nights

Strategy's Expected Result/Impact: Increased attendance of parents events, increased parent involvement, increase student scores.

Staff Responsible for Monitoring: API team

Problem Statements: Demographics 2, 4 - School Processes & Programs 2 - Perceptions 1, 3

Title I:

Formative Reviews

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Despite high academic expectations, a significant portion of students are students/ELL students	There is a misalignment between instructional strategies and the diverse needs of the student population, including language barriers and varying readiness levels.
4	Many parents are not actively involved in their children's education, resulting in missed academic opportunities and lower student accountability. Lack of involvement	Lack of investment from campus and parents combined in efforts

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Lack of accountability for leaders for student attendance, communication about expectations, consequences, and follow-through.	Lack of uniformity amongst leaders for things like: Phones and headphones, uniform expectations, kicking the kids out of class, blackout days, testing plans, ap sign-ups, AP re-testers, behavioural expectations, and culture.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The lack of accountability across the board for uniform expectations and perceptions of the campus culture among students, parents, and staff, mainly in the High School. Middle school has had more accountability.	Lack of consistency from admin and teachers
3	Average daily attendance at IDEA McAllen was below target at 94.29%.	Students are not being challeged in a way that they find learning interesting for the middle school. For High school it is more lack of student and parent accountability.

Performance Objective 4 ☑ High Priority

93% 8th to 9th Persistence

Evaluation Data Source: EOY persistence data, quarterly temperature checks

Strategy 1

AP Scholar Pathway planning days - 8th grade teachers and admin work together to create a joy filled day where students learn about their high school AP pathway and learn the benefits. 8th graders are treated like high schoolers and given individual schedules, more freedoms, etc.

Strategy's Expected Result/Impact: Increased investment in IDEA McAllen's programming and increased persistence.

Staff Responsible for Monitoring: 8th grade API and SC

Problem Statements: Demographics 4 - School Processes & Programs 2 - Perceptions 3

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

Formative Reviews

November	March	July

Strategy 2

1 to 1 technology for all students and systems in place to make sure laptops are cared for

Strategy's Expected Result/Impact: Increase student learning, ADA, and persistence

Staff Responsible for Monitoring: APO and APIs

Problem Statements: School Processes & Programs 1

Formative Reviews

November	March	July

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Many parents are not actively involved in their children's education, resulting in missed academic opportunities and lower student accountability. Lack of involvement	Lack of investment from campus and parents combined in efforts

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Lack of 1:1 technology creates gaps in student curriculum	The district curriculum is online, yet the students don't have computer access. How can the students be successful? Students need to have 1:1 technology, otherwise they can't implement technology properly.
2	Lack of accountability for leaders for student attendance, communication about expectations, consequences, and follow-through.	Lack of uniformity amongst leaders for things like: Phones and headphones, uniform expectations, kicking the kids out of class, blackout days, testing plans, ap sign-ups, AP re-testers, behavioural expectations, and culture.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Average daily attendance at IDEA McAllen was below target at 94.29%.	Students are not being challeged in a way that they find learning interesting for the middle school. For High school it is more lack of student and parent accountability.

Goal 4 Improve academic achievement in reading and math in all grade levels

Performance Objective 1 ☑ High Priority

80% STAAR meets in reading and math for all SPED students

Evaluation Data Source: Unit exams, IA (sem and mocks), STAAR results

Strategy 1

Mandatory weekly tutorials for all SPED students (6th-10th)

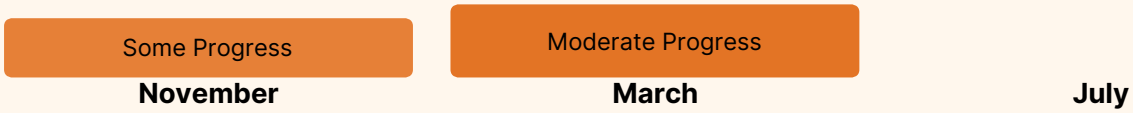
Strategy's Expected Result/Impact: Increased Meets scores on all STAAR tested subjects

Staff Responsible for Monitoring: API managing SPED

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 2 ☑ High Priority

30% Masters in RLA/English 1 and 2 STAAR for grades 6-10

Evaluation Data Source: Unit exams, IA (sem and mocks), STAAR results

Strategy 1

Daily use of IXL for STAAR aligned practice (needs to be purchased for the new school year)

Strategy's Expected Result/Impact: Increased number of students reaching Masters on STAAR exams

Staff Responsible for Monitoring: API team in charge of ELA teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Performance Objective 3 ☑ High Priority

90% Approaches in Math STAAR for grades 6,7, and Algebra 1

Evaluation Data Source: Unit exams, IA (sem and mocks), STAAR results

Strategy 1

Mandatory lesson rehearsals weekly on lessons teaching a readiness standard TEK

Strategy's Expected Result/Impact: Increase of lesson internalization and implementation, increase in STAAR approaches

Staff Responsible for Monitoring: API team in charge of math teachers

Problem Statements: Demographics 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Despite high academic expectations, a significant portion of students are students/ELL students	There is a misalignment between instructional strategies and the diverse needs of the student population, including language barriers and varying readiness levels.

Performance Objective 4 ☑ High Priority

25% Masters in Math STAAR for grade 6, 7, and Algebra 1

Evaluation Data Source: Unit exams, IA (sem and mocks), STAAR results

Strategy 1

30 minute 'math masters' extra practice on Khan Academy daily

Strategy's Expected Result/Impact: Above grade level results on STAAR exams

Staff Responsible for Monitoring: API team in charge of math teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Goal 5 Increase full day daily attendance

Performance Objective 1 ☑ High Priority

5% or less Chronically absent students

Evaluation Data Source: Daily ADA huddles, weekly ADA reports

Strategy 1

Monthly attendance rewards including field trips

Strategy's Expected Result/Impact: Increase attendance across all students

Staff Responsible for Monitoring: APO

Problem Statements: Perceptions 3

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	Average daily attendance at IDEA McAllen was below target at 94.29%.	Students are not being challeged in a way that they find learning interesting for the middle school. For High school it is more lack of student and parent accountability.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALEYDA M TIJERINA	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools



Mesa Hills Academy

Accountability Rating: B

Distinction Designation:
Academic Achievement in English Language Arts/Reading, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, Postsecondary Readiness

2025-2026 Campus Improvement Plan

Board Approval Date:
August 28, 2025

Public Presentation Date:
August 28, 2025

Generated by Plan4Learning.com
March 12, 2026 at 08:30 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

At IDEA Mesa Hills, we are passionate to make positive change and instill a love of learning. Every scholar will develop a college-graduating identity necessary for success in the 21st Century.

Vision

To serve as the nation's leader in preparing students for success in college and beyond.

Mesa Hills Culture Vision

At IDEA Mesa Hills we are passionate about our multi-tiered support systems. We are making positive changes and instilling a love of learning through our core values every day. Every scholar will experience rigorous instruction in a safe, nurturing environment. We will support our scholars through challenges and authentic relationships between scholars, teachers, parents, and staff so that everyone can be part of something great and 100% of our students will matriculate to college.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 5

Demographics 6

Student Learning 9

School Processes & Programs 12

Perceptions 15

Priority Problem Statements 18

Data Documentation for CNA 20

Improvement Planning Data 21

Accountability Data 21

Student Data: Assessments 21

Student Data: Student Groups 22

Student Data: Behavior and Other Indicators 22

Employee Data 22

Parent/Community Data 22

Support Systems and Other Data 22

Goals 24

Goal 1 : Increase overall achievement score from 49 in 2024-2025 to 56 for all students ... 25

Goal 2 : MHAC will maintain 95% average daily attendance through 25-26 school year fo... 28

Goal 3 : MHAC Kinder -2nd grade will meet the 70% EOY goal for Dibels 29

Goal 4 : Increase MHAC AEES statement from 75% to 85% on the question, "This is the b... 31

Goal 5 : By the 11th day of the 26-27 school year, IDEA Mesa Hills Academy will be at 82... 33

Title I Summary 36

Title I Personnel 37

Comprehensive Needs Assessment

Demographics

Summary

How do we describe our school? What is our story? **Idea Mesa Hills launched in 2018 with PreK to 1st grade and 6th grade. A grade level has been added ever since. We are now fully scaled in Academy Kinder to 5th grade. We are diverse group of scholars and teachers from all walks of life and ethnicity. Although Mesa Hills is located far westside, the location its at 405 Wallenburg, it is an older community with very little growth in families.**

We have families traveling from central El Paso, Anthony, Las Cruces and Cuidad Juarez attending Mesa Hills. We serve a community who is diverse but mainly economically disadvantaged. We have a total of 330 ELL scholars out of 660 scholars.

● Who are our stakeholders? **A diverse group of parents from all walks of life.** How are they included in the planning process as contributing partners in the development & implementation of the improvement plan? **Our stakeholders are involved in certain decisions the school needs to make by answering surveys sent out on REMIND or Social Media, the Principal has monthly Coffee with the Principal and discusses certain issues brought from our families, as a team and family we discuss and come to a consensus.**

● Do our special programs align with the needs and desires of our students, parents and community? Do they align with the philosophy and beliefs of our teachers and administrators? **Yes, our special programs (clubs) do align to our group of scholars. As mentioned above, during Coffee w/the Principal, parents bring up clubs, sports they would like to have at Mesa Hills, we do our very best to provide those clubs/sports. They are run by our teachers and Co-teachers. Clubs are held 2x a week, while the other two days are set aside for academic tutoring.**

● What percentage of students who are migrant, experiencing homelessness, served in special education, English learners/Emergent Bilinguals, at-risk, gifted are enrolled in special programs? **330 ELL scholars out of 660 in Academy K-5th. We serve about 130 special education scholars out of 660.**

● What are student behavior trends, discipline referrals, suspensions, and expulsions? Does it vary between student groups? How is this impacting students and learning? **We are fortunate to have good scholars. They are kids, therefore, they might not make the right choice at a moment, however, they reflect after speaking to them and own up to their mistake. We have not had expulsions in Academy.**

● What are the retention rates for all groups of employees? **Teacher retention has improved drastically since 2018.**

● What is the average class size, student-to-teacher ratio and student-to-support staff ratio? **Average class size is 30. Kindergarten has 2 teachers in each classroom, 1st -5th grade has one teacher. We do have 2 interventionists who work with small groups to close gaps and reteach a skill that has not been mastered. We also have 2 inclusion special education teachers who travel to the classes and differentiate instruction for scholars in both reading and math.**

● What are attendance/tardy, truancy, drop-out/retention rates? Are there trends? What procedures/practices are in place to address these? **Our attendance has improved through the years. Currently we are at an average of 95% scholar attendance from the FDOS 8/5/24. We take attendance 2x a day, once at 8:00am right before instruction begins, and then again at 10:15am in which this one sent to the state. We have a daily tracker in which the registrar updates at about 8:15am reconciling all scholars who were tardy from 8:00-8:15, then we have a group of monitors who make calls to the scholars who are not present, encouraging them to get to school. On another tracker the registrar places all high absentee scholars with 5 or more absences and an Administrator owns a grade level or two and is responsible to call them to clear up why they are not in school. Our motto is "Miss a Day Miss A lot" .**

● What race/ethnicity/gender percentages make up our student population and how does it differ from the past? Mesa Hills has 82% Hispanic and the other 18% are white, black, asian, or muslim. We have 330 ELL scholars, plus

● What percentage of students do we serve in various groups? **49% ELL, 35% SPED**

Strengths

STRENGTH:

Our strengths are that the majority of our staff is bilingual, therefore, they can serve our huge population of ELL scholars 100%.

The majority of our teacher staff has experience in teaching and are highly qualified to teach our scholars Kinder to 5th grade.

Third, Fourth, and Fifth grade state tested grades and subjects (ELA, Math, Science) 24-25 school year.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	With 79% economically disadvantaged students, 54% emergent bilinguals, and 25% of students receiving special education and section 504 services	interim assessments, and progress monitoring, indicates that achievement gaps persist in Domain 1: Student Achievement (Approaches) and Domain 3: Closing the Gaps for key student populations. The campus must support, language acquisition strategies, and targeted interventions to ensure these student groups demonstrate accelerated academic growth and meet or exceed state accountability targets.
2 ★	54% of Academy scholars are 1st and 2nd year EB students.	Mesa Hills proximity to the Juarez bridge allows scholars the "private school" convenience to attend our campus.

★ = Priority

Student Learning

Summary

2023-2024 3rd ELA	2024-2025 3rd ELA(prelim)
APP-73%	APP-65%
Meets-57% **AS-52**	Meets-38% **AS-40**
Masters-27%	Masters-18%
EB's 67/48/25	EB's 52/23/7
SPED 38/38/0	SPED 30/0/0

2023-2024 3rd Math	2024-2025 3rd Math(prelim)
APP-61%	APP-59%
Meets-26% **AS-32**	Meets-36% **AS-37**
Masters-9%	Masters-15%
EB-63/29/10	EB-47/27/10
SPED 57/14/14	SPED-20/10/10

2023-2024 4th ELA	2024-2025 4th ELA(prelim)
APP-70%	APP-82%*
Meets-48% **AS-47**	Meets-63%* **AS-61**
Masters-22%	Masters-38%*
EB's 64/38/11	EB's 80/56/38
SPED 44/11/6	SPED 55/33/0

2023-2024 4th Math	2024-2025 4th Math (prelim)
APP-46%	APP-76%
Meets-28% **AS-28**	Meets-56% **AS-56**
Masters-11%	Masters-35%
EB-50/27/7	EB-79/56/42
SPED-18/12/6	SPED-22/0/0

2023-2024 5th ELA	2024-2025 5th ELA(prelim)
APP-71%	APP-79%*
Meets-50% **AS-47**	Meets-61%* **AS-61**
Masters-20%	Masters-44%*
EB's 71/45/18	EB's 74/50/36
SPED 60/50/10	SPED 20/10/0

2023-2024 5th Math	2024-2025 5th Math (prelim)
APP-81%	APP-70%
Meets-39% **AS-42**	Meets-41% **AS-43**
Masters-7%	Masters-18%
EB-93/44/6	EB-73/33/12
SPED-60/50/10	SPED-36/9/9

*GROWTH

2023-2024 5th Science	2024-2025 5th Science (prelim)
APP-68%	APP-80%
Meets-29% **AS-37**	Meets-44% **AS-48**
Masters-14%	Masters-21%
EB-71/28/19	EB-72/36/16
SPED-70/20/20	SPED-45/9/9

- How are our students performing overall, compared to other similar schools / school systems? **Average 75-85%**

- How are our subgroups performing? **ELL scholars 85% percentile, SPED 60% percentile, Overall average compared to the District.**

- Are indicators available to suggest individual student growth / longitudinal data? What does this data tell us about individual student learning? **yes, we show tremendous growth from Domain 2 and Doman 3 (sub pops). it also shows that math needs a little more help.**

- How do our formative results compare to our summative results? **formative assessments will give us only the content taught for that day or week and a summative assessment will give us more information needed to close gaps.**

- How are our formative results used to improve student learning and / or classroom teaching? **As soon as the teachers are able to download results, they immediately begin unpacking the results overall, as well as individual. Teachers will begin planning a plan of action for the following grade to roll out at BOY. These results drive our instruction at BOY until the first big district exam (semester exam).**

- How are our youngest learners (K- 3rd) performing in ELA and Math? **Overall Results in K-2 ELA and Math**

Overall: K-1 is on our above grade level, 2nd grade fell short of the 90/60/30

Kinder: 91/88/71 ELA

99/96/70 Math

1st: 98/90/68 ELA

95/86/60 Math

2nd 78/38/8 ELA

62/39/11 Math

● What programs do we have in place to address struggling or at-risk students? Do these programs meet the needs of our students with disabilities, Section 504 students, general education students in need of interventions, and/or chronically absent students? **Programs to service our struggling scholars are: IXL, Summit K12, AR and Hotspot comprehension reading and math skills, We have 2 interventionists who teach small group in math and reading closing the gap and reteaching to mastery.**

● How is academic success measured with regards to our local educational programs? **Academics is measured by daily exit tickets and tracking meets to mastery, our digital programs such as IXL and Summit K12 track skills being mastered by scholars and providing a summary for teacher**

● How is Response to Intervention (RtI) being implemented? Is there data to suggest the implementation is successful? **RTI is completed by both Teacher, interventionist, and Admin by conducting observations and collecting data for about 2 to 4 weeks. Then committee gathers and discusses next steps for scholar based on data collected and parent input.**

● What do classroom observations reveal about the correlation between student success and teacher effectiveness? How is this addressed? **Classroom observations reveal if teachers 1st teach is strong based on the exit tickets and district assessments. Teachers are expected to carry in hand their seating chart and purposeful pathway to detect gaps and immediately intervene before exit ticket, whether its 1:1 conference with scholar or whole class reteach.**

Strengths

STRENGTHS:

Student Learning Strengths are scholars are **eager to learn and are sponges** as they listen to the teacher instruct. Scholars learn because teacher offers them **multiple at bats** throughout lessons to set scholar up for success for his/her exit ticket. **Teachers are placed in the grade level best suiting them,** therefore, teacher is confident in instructing the scholar = Success!

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Limited differentiation for diverse learners, (EB, SPED, 504).	Lack of training and resources for intended populations.
2	Lack of ownership for disciplining scholars where the action originated.	When the discipline is not taken care of right away, it causes interruption in all areas of the day.

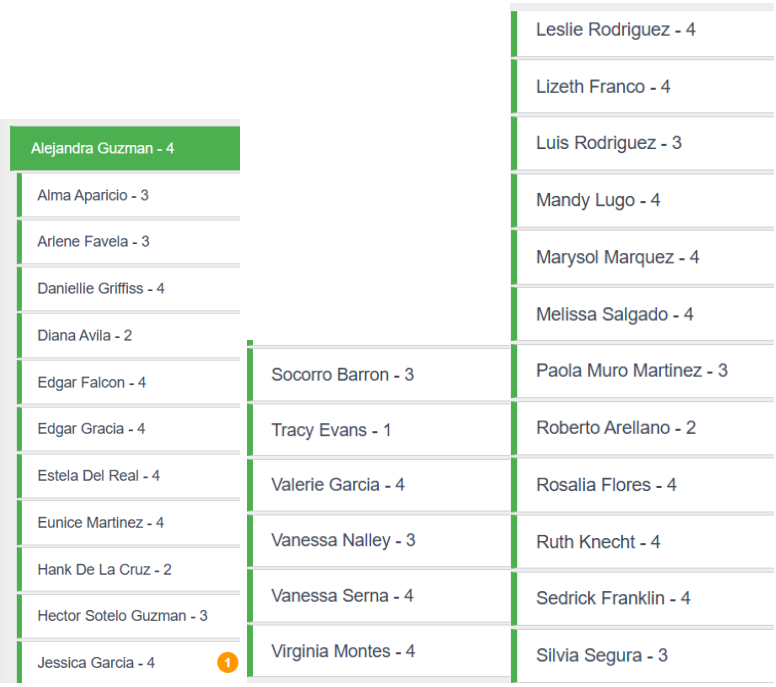
★ = Priority

School Processes & Programs

Summary

Beginning of the year staff development: MHAC BOY PD 25-26 Agenda.docx

TCP ratings view: https://tcp.ideapublicschools.org/School/Review



Curriculum for Academy 24-25: Wit Wisdom ELAR, Eureka Math, (adopting Bluebonnet curriculum for 25-26), Direct Instruction for the K-2 program, AR and Hotspot computer programs to help in reading and math, intervention classes which help the scholars who are not at reading level. Academic Block is built in each grade level to be able to close gaps that same day.

Strengths

Mesa Hills ADA 94.4% against the goal of 93.5%

Mesa Hills persistence: 89.4% against the goal of 77%

Mesa Hills staff retention: 84% against the goal of 85%

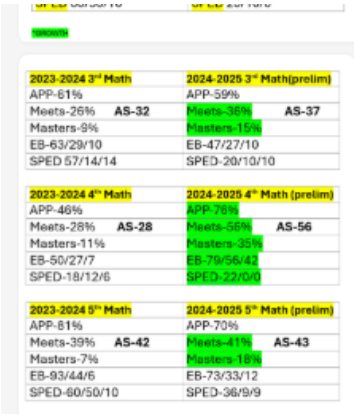
Mesa Hills preliminary STAAR results show tremendous growth in D2 and D3. (please see below)



2023-2024 3rd ELA		2024-2025 3rd ELA(prelim)	
APP-73%		APP-65%	
Meets-57%	AS-52	Meets-38%	AS-40
Masters-27%		Masters-18%	
EB's 67/48/25		EB's 52/23/7	
SPED 38/38/0		SPED 30/0/0	

2023-2024 4th ELA		2024-2025 4th ELA(prelim)	
APP-70%		APP-82%*	
Meets-48%	AS-47	Meets-63%*	AS-61
Masters-22%		Masters-38%*	
EB's 64/38/11		EB's 80/56/38	
SPED 44/11/6		SPED 55/33/0	

2023-2024 5th ELA		2024-2025 5th ELA(prelim)	
APP-71%		APP-79%*	
Meets-50%	AS-47	Meets-61%*	AS-61
Masters-20%		Masters-44%*	
EB's 71/45/18		EB's 74/50/36	
SPED 60/50/10		SPED 20/10/0	



2023-2024 3rd Math		2024-2025 3rd Math(prelim)	
APP-61%		APP-59%	
Meets-26%	AS-32	Meets-35%	AS-37
Masters-9%		Masters-15%	
EB-63/29/10		EB-47/27/10	
SPED 57/14/14		SPED-20/10/10	

2023-2024 4th Math		2024-2025 4th Math (prelim)	
APP-46%		APP-78%	
Meets-28%	AS-28	Meets-56%	AS-56
Masters-11%		Masters-35%	
EB-50/27/7		EB-79/56/42	
SPED-18/12/6		SPED-22/0/0	

2023-2024 5th Math		2024-2025 5th Math (prelim)	
APP-81%		APP-70%	
Meets-39%	AS-42	Meets-41%	AS-43
Masters-7%		Masters-18%	
EB-93/44/6		EB-73/33/12	
SPED-60/50/10		SPED-36/9/9	

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Lack of clarity around roles and responsibilities within campus operations or instructional teams.	Overlapping responsibilities across roles.
2	Fast paced, high energy, rigorous expectations for a teacher.	Lack of a fully invested Teacher

★ = Priority

Perceptions

Summary

How do students and staff describe the school and learning environment?

● Do our students and staff feel safe, and have a sense of belonging? Do our teachers feel they are supported in student discipline? y**es, our teachers feel safe due to our open door policy and transparency of the Principal. Teachers do feel supported with the student discipline because everything we do at Mesa Hills follows the student code of conduct and the Principals will also support the teachers in their disciplining.**

● Do our teachers want to teach at the school? How do you explain staff turnover? **The reason we have turnovers at Mesa Hills is that the teachers have not bought in to our vision of college for all and investing in every scholar at Mesa Hills.**

● Do our teachers feel supported in their daily work, both by administration and by each other? **Yes, as mentioned above, we have an open door policy, we have weekly teacher at a glance to stamp what is coming up to keep everyone aligned.**

● How are we mentoring new teachers and struggling teachers? Is our process working? **The process is to onboard them by partnering the new teacher with a veteran or grade team leader for the grade level. The leader will have weekly check in's for a month for a temperature check, and then once a month, their direct manager will also check in with them during check in's.**

● What kind of opportunities are we providing for community and parent involvement at our school to improve student achievement? **STAAR Nights, Educate during Coffee w/Principal monthly meetings.**

● What is the level of support from our community? **Our level of support is incredible. Parents in the Mesa Hills community enjoy participating in all of our events such as our Homecoming/Fall event in October, Christmas program in December, STAAR meetings, Parent teacher conferences, Meet the teacher, and Award ceremonies.** How do we measure participation? **The way we measure participation is by sign in sheets for events, raptoring parents during events, and tracking our brand new to Mesa Hills parents on our Mission list tracker with our counselor .**

● Do we create pathways to engage and support the community? **Through monthly Coffee w/Princpal meetings. Facebook, and Remind platforms, and our family events.**

● How do our parents, students, and community stakeholders describe our school and school administration? How do they describe the climate and culture of our school and school district? Jo**yful is how Mesa Hills is described. Friendly staff and welcoming is how stakeholders will describe Mesa hills.**

● Do our parents feel their children are safe at school, and on the way to and from school? **Yes. Due to our fully armed officer, gated campus, and cameras.**

● What strategies do we have in place to address student behaviors and bullying? **Zero Tolerance for bullying or disrespectful. Mesa Hills follows the student code of conduct when placing a consequence. Teachers have rules and consequences to follow in their classrooms. Teachers go over that discipline during Meet the teacher, and I will continue it during my Coffee w/Principal meetings. Ensuring that all stakeholders are aligned with our ZERO TOLERANCE vision.**

● How does our school ensure access to information for our non-English speaking families? **REMIND communication platform translates in various languages. Plus 90% of our staff is spanish speaking and can translate.**

Strengths

STRENGTHS:

Administration is on the same page as far as working with situations, giving consequences based on our Student Handbook and Staff handbook.

Each year, IDEA staff members will complete the AEES survey to ensure we are aligned to Mesa Hills Vision and Mesa Hills remains

the BEST PLACE TO WORK.

24-25 school year Mesa Hills improved from 58% to 78% of the staff saying Mesa Hills is a great place to work and they will recommend their manager to others.

Our teachers continue to find great purpose in their work serving students and our community.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Outsiders are under the impression that IDEA Public Schools being a charter school is easier than a traditional public school.	Outsiders not understanding what a charter school is.
2	Transportation availability.	Due to having SPED vans with IDEA Public schools logo, families are under the impression that we do offer transportation.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	54% of Academy scholars are 1st and 2nd year EB students.	Mesa Hills proximity to the Juarez bridge allows scholars the "private school" convenience to attend our campus.
2 ★	With 79% economically disadvantaged students, 54% emergent bilinguals, and 25% of students receiving special education and section 504 services	interim assessments, and progress monitoring, indicates that achievement gaps persist in Domain 1: Student Achievement (Approaches) and Domain 3: Closing the Gaps for key student populations. The campus must support, language acquisition strategies, and targeted interventions to ensure these student groups demonstrate accelerated academic growth and meet or exceed state accountability targets.
3 ★	Limited differentiation for diverse learners, (EB, SPED, 504).	Lack of training and resources for intended populations.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**

- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Increase overall achievement score from 49 in 2024-2025 to 56 for all students by end of 2025-2026 school year.

Performance Objective 1 ☑ High Priority

Game Changers: Target scholars just below Meets for interventions. By desegregating last years STAAR data and current EOM1 to ensure we target the right scholars.

Evaluation Data Source: 24/25 STAAR exam and EOM 1 from bluebonnet and WW

Strategy 1

Target scholars just below Meets for interventions. By desegregating last years STAAR data and current EOM1 to ensure we target the right scholars.

Strategy's Expected Result/Impact: Close gaps with our game changers and decrease D1 and D3 gaps

Staff Responsible for Monitoring: First teach needs to be locked in in our calendars and with fidelity be in the classrooms.
Real time coaching to close teacher gaps
Ensure feedback for scholars is given on a daily basis.

Problem Statements: Demographics 1, 2

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	With 79% economically disadvantaged students, 54% emergent bilinguals, and 25% of students receiving special education and section 504 services	interim assessments, and progress monitoring, indicates that achievement gaps persist in Domain 1: Student Achievement (Approaches) and Domain 3: Closing the Gaps for key student populations. The campus must support, language acquisition strategies, and targeted interventions to ensure these student groups demonstrate accelerated academic growth and meet or exceed state accountability targets.
2	54% of Academy scholars are 1st and 2nd year EB students.	Mesa Hills proximity to the Juarez bridge allows scholars the "private school" convenience to attend our campus.

Performance Objective 2 ☑ High Priority

Differentiation: Tier assignments & scaffold questioning daily.

Evaluation Data Source: Desegregation of assessments to gather data.
Ensure Gen Ed and Sped teacher are collaborating together to scaffold
Lesson internalization needs to be locked in.

Strategy 1

Tier assignments & scaffold questioning daily.

Strategy's Expected Result/Impact: D1 and D3 will close gaps

Staff Responsible for Monitoring: Ensure first teach is locked in and calendar fidelity,
Ensure collaboration from GenEd and Sped teacher are with fidelity
Ensure realtime coaching and data convos are being done daily

Problem Statements: Demographics 1, 2

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	With 79% economically disadvantaged students, 54% emergent bilinguals, and 25% of students receiving special education and section 504 services	interim assessments, and progress monitoring, indicates that achievement gaps persist in Domain 1: Student Achievement (Approaches) and Domain 3: Closing the Gaps for key student populations. The campus must support, language acquisition strategies, and targeted interventions to ensure these student groups demonstrate accelerated academic growth and meet or exceed state accountability targets.
2	54% of Academy scholars are 1st and 2nd year EB students.	Mesa Hills proximity to the Juarez bridge allows scholars the "private school" convenience to attend our campus.

Goal 2 MHAC will maintain 95% average daily attendance through 25-26 school year for K-5th grade

Performance Objective 1

Safety

Strategy 1

Parent Communication: Same-day calls/texts, Remind messaging + weekly class shout-outs.

Strategy's Expected Result/Impact: Parents will feel safe and know they made the right choice in bringing their scholar to Mesa Hills

Staff Responsible for Monitoring: Remind messaging, use social media to keep parents in the groove of what is happening at Mesa Hills

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Goal 3 MHAC Kinder -2nd grade will meet the 70% EOY goal for Dibels

Performance Objective 1 ☑ High Priority

Lesson progress with mastery weekly.

Evaluation Data Source: Instructional rounds, Tracking system, ET results,

Summative Evaluation: Some progress made toward meeting Performance Objective

Performance Objective 2

Domain 3 will improve by 10% by EOY assessment

Evaluation Data Source: tracking system, instructional observations, indivdualized trackers

Summative Evaluation: Some progress made toward meeting Performance Objective

Performance Objective 3

Game Changers: Prioritize SpEd scholars meet the rigor of their grade level standards.

Evaluation Data Source: Data-Driven Instruction: Biweekly monitoring, regroup frequently.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Data-Driven Instruction: Biweekly monitoring, regroup frequently.

Strategy's Expected Result/Impact: Domani 1 will improve towards the "A"

Staff Responsible for Monitoring: Ensure intentional small groups are happening daily, Monitor ET for small groups and track them

Problem Statements: Demographics 1, 2

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	With 79% economically disadvantaged students, 54% emergent bilinguals, and 25% of students receiving special education and section 504 services	interim assessments, and progress monitoring, indicates that achievement gaps persist in Domain 1: Student Achievement (Approaches) and Domain 3: Closing the Gaps for key student populations. The campus must support, language acquisition strategies, and targeted interventions to ensure these student groups demonstrate accelerated academic growth and meet or exceed state accountability targets.
2	54% of Academy scholars are 1st and 2nd year EB students.	Mesa Hills proximity to the Juarez bridge allows scholars the "private school" convenience to attend our campus.

Goal 4 Increase MHAC AEES statement from 75% to 85% on the question, "This is the best place to work"

Performance Objective 1

85% of staff will remain at Mesa Hills

Evaluation Data Source: weekly check ins with our direct reports
monthly celebrations (recognitions) at pep rally, social media, daily announcements, Fishtastic Fridays

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

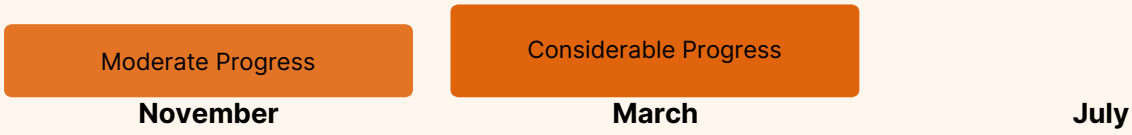
Mesa Hills will keep high quality teachers.

Strategy's Expected Result/Impact: Results will be that scholars will get high quality teaching and they will learn and have confidence to advocate for themselves.

Staff Responsible for Monitoring: Ensure that APIs, Principal, and APO are in the classrooms to realtime coach if needed.

Problem Statements: Demographics 1, 2

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	With 79% economically disadvantaged students, 54% emergent bilinguals, and 25% of students receiving special education and section 504 services	interim assessments, and progress monitoring, indicates that achievement gaps persist in Domain 1: Student Achievement (Approaches) and Domain 3: Closing the Gaps for key student populations. The campus must support, language acquisition strategies, and targeted interventions to ensure these student groups demonstrate accelerated academic growth and meet or exceed state accountability targets.
2	54% of Academy scholars are 1st and 2nd year EB students.	Mesa Hills proximity to the Juarez bridge allows scholars the "private school" convenience to attend our campus.

Goal 5 By the 11th day of the 26-27 school year, IDEA Mesa Hills Academy will be at 82% Persistence

Performance Objective 1 ☑ High Priority

Performance Objective: IMHAC will increase by 2.7 % in overall persistence from the 25-26 school year 77.3% to 80% in the 26-27 school year.

Evaluation Data Source: Tracking system, IHT watch data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Coach Falcon will track IHT usage daily and provide immediate feedback to scholars as they return their watch.

Strategy's Expected Result/Impact: Scholars will increase their endurance which will increase their brain flow to help them throughout their classes

Staff Responsible for Monitoring: Coach Edgar Falcon and Principal

Problem Statements: Demographics 2 - Student Learning 1

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Strategy 2

Direct manager will report IHT minutes during lead team huddle

Strategy's Expected Result/Impact: tracking persistence and ADA based on results

Staff Responsible for Monitoring: Coach Edgar Falcon and Principal Delgado

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	54% of Academy scholars are 1st and 2nd year EB students.	Mesa Hills proximity to the Juarez bridge allows scholars the "private school" convenience to attend our campus.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Limited differentiation for diverse learners, (EB, SPED, 504).	Lack of training and resources for intended populations.

Performance Objective 2 ☑ High Priority

IDEA Mesa Hills will keep 95% of their scholars.

Evaluation Data Source: Mission list tracker.
Connect with the counselor

Strategy 1

Scholars will enjoy attending school 100% of the time

Strategy's Expected Result/Impact: WE BRING JOY by our monthly pep rallys, scholar recognition, student of the month, celebrating wins and growths

Staff Responsible for Monitoring: GTLs, APIs, Principal, Counselor, APO

Problem Statements: Demographics 1 - Student Learning 1

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	With 79% economically disadvantaged students, 54% emergent bilinguals, and 25% of students receiving special education and section 504 services	interim assessments, and progress monitoring, indicates that achievement gaps persist in Domain 1: Student Achievement (Approaches) and Domain 3: Closing the Gaps for key student populations. The campus must support, language acquisition strategies, and targeted interventions to ensure these student groups demonstrate accelerated academic growth and meet or exceed state accountability targets.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Limited differentiation for diverse learners, (EB, SPED, 504).	Lack of training and resources for intended populations.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ARIADNE ARGUIJO	COTEACHER	School-wide Program	1
DIANA ISABEL LLANAS	COTEACHER	School-wide Program	1
ISELA NALLELY RUIZ	COTEACHER	School-wide Program	1
JANEVA CUEVAS	COTEACHER	School-wide Program	1
MARIBEL LEPE	COTEACHER	School-wide Program	1
RUTH ANN KNECHT	TEACHER - INTERVENTIONIST	School-wide Program	1
TRACY DENISE EVANS	TEACHER - INTERVENTIONIST	School-wide Program	1
YVETTE MAGALLANEZ	COTEACHER	School-wide Program	1

IDEA Public Schools

Mesa Hills College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:47 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 10

Perceptions 12

Priority Problem Statements 15

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 19

Student Data: Behavior and Other Indicators 19

Employee Data 19

Parent/Community Data 20

Support Systems and Other Data 20

Goals 21

Goal 1 : IDEA Mesa Hills College Prep will increase overall Academic Achievement score f... 22

Goal 2 : Increase student persistence by strengthening early intervention systems, famil... 23

Goal 3 : Mesa Hills CP will achieve an annual attendance rate of 94.7% for the 25-26 sch... 24

Goal 4 : Mesa Hills CP will maintain staff retention at or above 85% by end of 25-26 scho... 25

Goal 5 : 100% of IDEA Mesa Hills CP Seniors will matriculate to college by the IDEA 25-2... 26

Title I Summary 28

Title I Personnel 29

Comprehensive Needs Assessment

Demographics

Summary

IDEA Mesa Hills College Prep is located on the westside of El Paso, Texas, in a middle to low-income neighborhood, it is a school of choice. The campus reflects on a diverse student population with significant representations from historically underserved communities. 619 student total, grade levels range from 6th grade to 12th grade. Of the total students who attend IDEA Mesa Hills College prep, 80.16% qualify as economically disadvantaged and all of our students qualify for free meals in the Child Nutrition Program. The predominate ethnicity on our campus is Hispanic-Latino, comprising nearly 91.83% of our population.

Total School Population- 619

6th – 130

7th – 128

8th -99

9th- 68

10th -62

11th-54

12th-78

Ethnicity

Hispanic-Latino 91.83%

Mesa Hills College Prep

Campus #

Race

American Indian- Alaskan Native – 0.19%

Asian- 0.97%

Black-African American- 01.95%

Native Hawaiian-Pacific islander- 0.39%

White- 4.67%

Hispanic - 91.83%

Student Programs

Special Education (SPED)-10.12%

Section 504- 2.13%

Emergent Bilingual (EB)- 59.53%

Student Indicators

At-Risk- 87.20%

Economic Disadvantage

Economic Disadvantage Total- (81.80%)

Free Meals- 532 (100%)

Strengths

Strength 1: IDEA Mesa Hills has significantly lower discipline incidents than campus with similar demographics.

Strength 2: The flexibility of having all K-12 siblings in one location is a convenience for many families.

Strength 3: The proximity to neighboring schools that have an accountability rating of F make Mesa Hills middle school an ideal location for students and guardians who want a better performing campus for their children.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	9th grade enrollment is at 54%. This has happened the last 2 years.	Parents and students want the high school experience of neighboring schools, Coronado and Franklin.
2 ★	10% of incoming 8th grade students are 1st and 2nd year EB students.	Mesa Hills proximity to the Juarez bridge allows students the convenience to attend Mesa Hills.

★ = Priority

Student Learning

Summary

Mesa Hills has met TELPAS accountability for the last 2 years. Although our Emergent Bilingual population is 59%, our students are acquiring the English language necessary to perform at an advanced academic level.

STAAR EOC 2025

	Approaches	Meets	Masters	AS
ELA Eng. I	61	37	3	34
ELA Eng. II	56	43	3	34
Biology	92	70	20	60
Algebra I	63	35	21	38
U.S. History	85	46	26	52

Strengths

Strength 1: All scholars are given access to rigorous, college-preparatory curricula, including students of all special populations to include SpEd, Emergent Bilinguals and Economically Disadvantaged.

Strength 2: Academic systems such as lesson plan expectations, data, culture, tracking, are in place to allow for individualized coaching of Mesa Hills teachers by our API's and principal.

Strength 3: Core calendars are aligned to ensure the protection of 1st teacher coaching by our administrative team.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	1st and 2nd year EB students fail EOC's multiple times.	Research shows that 1st year emergent bilingual high school students take up to 4-7 years to be proficient in the English language.
2	Limited differentiation for diverse learners. (EB, SPED, 504)	Training and resources for intended populations.

★ = Priority

School Processes & Programs

Summary

IDEA Mesa Hills CP employed 34 teachers during the school year. Our Administration team is composed of our Principal, one Assistant Principal of Instruction, a School counselor, and one College Counselors. Mesa Hills also boosts a ‘Grade Team Leaders’ per grade level and ‘Content Leaders’ for each specific content. Campus administration holds weekly professional development lead through campus/district leadership. To better align and support our campuses Social Emotional Support mindset, our School counselor provides tier 1 support and holds PBIS initiatives for our students. Mesa Hills has moved to a one-to-one technology model, in which all our scholars are issued a school laptop or Chromebook, free of charge.

Our Middle school English department utilizes ‘Wit and Wisdom’ as a base curriculum, while our English 1 and 2 teachers use Springboard to better prepare our scholars for the rigor of AP English Language/Literature. Our math department uses a district-based curriculum for our 6th grade math to Algebra 2. Our campus also has a variety of afterschool clubs (Robotics, Yearbook, National Honor Society) and sports in both Middle school and High school areas (male/female Basketball, male/female Soccer, male/female Volleyball, flag football).

Strengths

Data Strengths outlined from Mesa Hills's Spring Family survey:

-IDEA Mesa Hills students and Parents rate us at 86% when asked "I feel welcome at my child's school."

-IDEA Mesa Hills students and Parents rate us at 87% when asked "This school holds my child to high academic standards."

-IDEA Mesa Hills students and Parents rate us at a 85% when asked "I feel this is a safe school."

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Lack of clarity around roles and responsibilities within campus operations or instructional teams.	Lack of consistency in leadership roles.
2	Substitute teachers do not deliver rigorous instruction.	Substitute teachers lack training

★ = Priority

Perceptions

Summary

Staff/Scholar Retention & Engagement	23-24	24-25
Staff Retention	73.33%	85.11%
Student Persistence	93.9%	90.38%
ADA:	93.40%	94.30%

CP Spring Family Survey participation - 44 families

Strengths

Strength 1: Safety

83% of parents feel that their child is safe at school.

85% of parents feel that the school is adequately prepared for emergencies.

IDEA Mesa Hills continues to be a safe environment for scholars, faculty, staff, and visitors alike. Leadership and facilities management actively monitor campus operations to ensure school grounds remain enclosed, emergency drills are consistently exercised, and clear lines of communication are fostered amongst parents, first responders, and civic leaders.

Strength 2: Employee Friendships

Over 83% of employees have at least one close friendship with another team member at IDEA.

IDEA culture promotes collegiality, horizontal interdisciplinary penetration, and the cross-pollination of pedagogical practices that allow friendships and professional bonds to flourish. Our school looks to inject team-building and professional development opportunities for teachers to strengthen relationships and culture.

Strength 3: School Communication

91% of parents posit that the school communicates thoroughly with them.

Fostering clear lines of communication is a priority for all staff and faculty. To keep parents informed, we actively utilize a multifaceted, redundant communication platforms strategy such as Remind, organizational email, Google Voice, weekly newsletters, and intermittent cell phone follow-ups to promote effective communication, leading to scholar success.

Strength 4: Path to College

88% of parents believe that school holds their children to high academic standards.

92% feel their child is being prepared for college.

IDEA courses are deliberately rigorous to effectively prepare scholars for higher education. The concept of “path to and through college” is clearly demonstrated in IDEA’s safeguarding of 11 AP classes to assist scholars in pre-matriculating-successfully shaping for post-secondary educational challenges.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Students continue leaving after middle school, causing a need for additional enrollment in high school.	Perception that neighboring schools have a "high school" feel to their campuses.
2	Language barriers or inaccessible platforms for non-English speakers	Translations for non-English speaking families are minimal

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	1st and 2nd year EB students fail EOC's multiple times.	Research shows that 1st year emergent bilingual high school students take up to 4-7 years to be proficient in the English language.
2 ★	10% of incoming 8th grade students are 1st and 2nd year EB students.	Mesa Hills proximity to the Juarez bridge allows students the convenience to attend Mesa Hills.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**

- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)**
- [x] **Student failure and/or retention rates**
- [x] **Running Records results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Pregnancy and related services data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**

- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1

IDEA Mesa Hills College Prep will increase overall Academic Achievement score from 42 in 24-25 school year to 53 in 25-26 school year.

Performance Objective 1

1. For the 25-26 school year, Mesa Hills CP will increase ELA performance in 6th, 7th, and 8th grade. Students who approached with a scale score of 1640 in 6th grade, a 1551 in 7th grade and a 1579 in 8th grade will increase to meets for year 25-26.

Evaluation Data Source: Master Student Reports and Texas Assessment Portal

Strategy 1

Ensure lesson plans are tightly aligned to STAAR readiness and supporting standards, with embedded writing tasks and high-leverage questioning strategies. Managers will support lesson internalization and rehearsal to maintain rigor and alignment.

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

Use IA's and STAAR data to identify students who scored in the "Approaches" range and provide focused small group instruction during intervention blocks, with an emphasis on reading comprehension, writing skills, and STAAR-aligned question types.

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Goal 2

Increase student persistence by strengthening early intervention systems, family engagement, and onboarding supports for all scholars.

Performance Objective 1

By the end of the 2025-2026 school year, student persistence will meet or exceed 80% through early identification and intervention systems that monitor academic, behavioral, and attendance data.

Strategy 1

Early Identification & Monitoring:
Monitor the Mission List daily and include it as a standing item on weekly Lead Team Tactical, GTL, and bi-weekly Grade Team Meetings to track attendance, grades, and behavior data. Quickly identify scholars at risk of disengaging or withdrawing to implement timely supports and interventions.

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

Targeted Scholar Support Plans:
Develop individualized support plans for identified scholars that include counseling check-ins, academic tutoring, and family communication to address root causes of disengagement and support persistence.

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Goal 3 Mesa Hills CP will achieve an annual attendance rate of 94.7% for the 25-26 school year.

Performance Objective 1

IDEA Mesa Hills College Prep will achieve a 94.7% annual attendance rate for the 2025-2026 school year by consistently implementing and monitoring daily attendance systems campus-wide.

Evaluation Data Source: Daily ADA tracker and Chronic absence list.

Strategy 1

Regularly track attendance data to identify trends and patterns. Analyze the data to pinpoint specific areas or
grade levels where attendance rates may be lower, and tailor interventions accordingly. Use data to measure progress,
identify areas for improvement, and adjust strategies as needed. Develop a system that recognizes and rewards students with
excellent attendance. Consider implementing incentives such as certificates, awards, recognition events, or small prizes to
encourage regular attendance

Strategy's Expected Result/Impact: Increase ADA in all grade levels.

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

Implement targeted attendance interventions for students with frequent absences through parent communication, counseling support, and attendance improvement plans.

Strategy's Expected Result/Impact: Increase student attendance by addressing barriers to attendance early and strengthening family engagement and accountability for consistent student attendance.

Staff Responsible for Monitoring: Principal, API, Counselor, SIS, APO

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Goal 4 Mesa Hills CP will maintain staff retention at or above 85% by end of 25-26 school year.

Performance Objective 1

100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and
annual performance reviews during the 2025-26 school year.

Strategy 1

Managers provide feedback and professional development/coaching for each staff member through each SDC
cycle.

Strategy's Expected Result/Impact: Increase staff retention through providing support to teachers .

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

Recruit and hire high quality candidates per role by using high quality resume criteria.

Strategy's Expected Result/Impact: Create a positive work environment and improve student outcomes

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Goal 5

100% of IDEA Mesa Hills CP Seniors will matriculate to college by the IDEA 25-26 due date.

Performance Objective 1

100% of 25-26 Mesa Hills CP graduates will meet TSIA college readiness benchmark.

Evaluation Data Source: TSI trackers and assessments

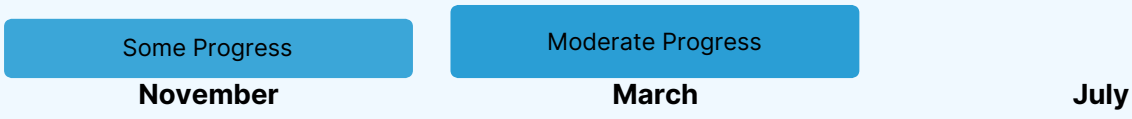
Strategy 1

Provide intensive tutoring sessions and academic support for students who are struggling. During RTTC/ credit
recovery, college readiness Wednesday's, or through peer tutoring initiatives.

Strategy's Expected Result/Impact: close student individual gaps and prepare for the TSI exam

Staff Responsible for Monitoring: Principal, DCC, API

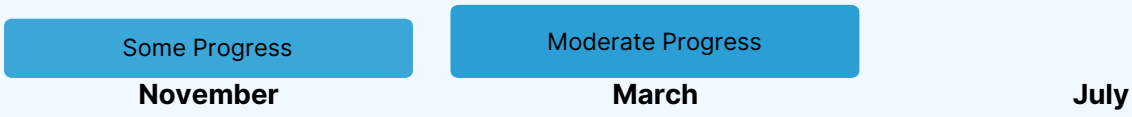
Formative Reviews



Strategy 2

Plan and deliver foundational skills such as reading comprehension, writing, and mathematics during TSI
sessions,

Formative Reviews



Performance Objective 2

All IDEA Mesa Hills College Prep 11 and 12 grade students will average an ACT score of 21 or better by high school graduation.

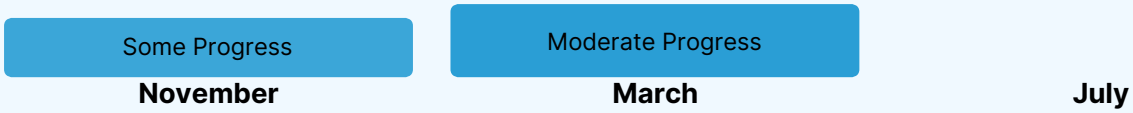
Strategy 1

Diagnostic Assessments: Administer a diagnostic ACT test to assess students' strengths and weaknesses.

Strategy's Expected Result/Impact: Identify areas where students need additional support

Staff Responsible for Monitoring: Principal and DCC

Formative Reviews

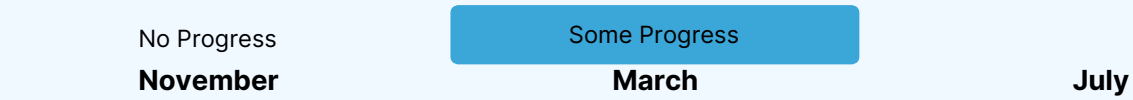


Strategy 2

Professional Development for staff to understand the format and content of the ACT, as well as the specific
requirements and expectations of each section.

Strategy's Expected Result/Impact: Clear roadmap to guide students effectively and deliver lessons

Formative Reviews



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Vacant	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Mesquite Hills Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:47 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 9

School Processes & Programs 12

Perceptions 16

Priority Problem Statements 18

Data Documentation for CNA 21

Improvement Planning Data 22

Accountability Data 22

Student Data: Assessments 22

Student Data: Student Groups 22

Student Data: Behavior and Other Indicators 23

Employee Data 23

Parent/Community Data 23

Goals 24

Goal 1 : IDEA Mesquite Hills Academy will increase performance bands in meets 38% to 4... 25

Goal 2 : IDEA Mesquite Hills Academy will increase persistence by 3% from the 24-2 SY (... 27

Goal 3 : IDEA Mesquite Hills Academy willi increase student daily attendance from 24-25... 29

Goal 4 : IDEA Mesquite Hills Academy will decrease Chronic Absentieesm from 14% in 24... 30

Goal 5 : IDEA Mesquite Hills Academy will increase DIBELS performance in K-2nd to 70% ... 31

Title I Summary 32

Title I Personnel 33

Comprehensive Needs Assessment

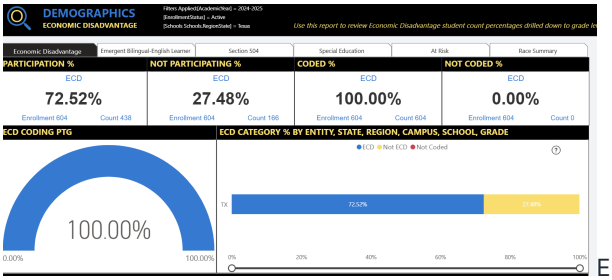
Demographics

Summary

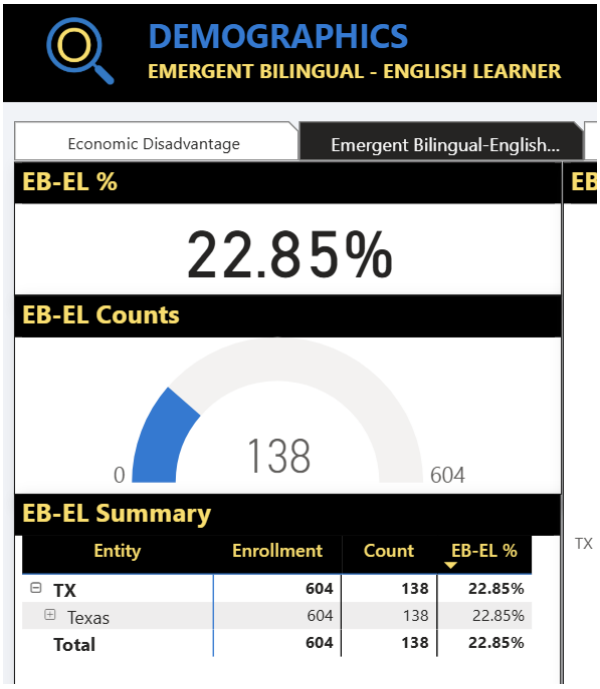
Demographics information indicates male and female rations are well distributed close to 1:1. Demographics information also indicates that Hispanic/Latino population is conducive with the El Paso population. Breakfast, lunch and supper is being served to all campus population of students. Not all parents receive information of available programs related to helping families in need (economically disadvantaged).

Not all parents and students have information on how IDEA supports the unique needs of military families who often relocate.

Eco Dis

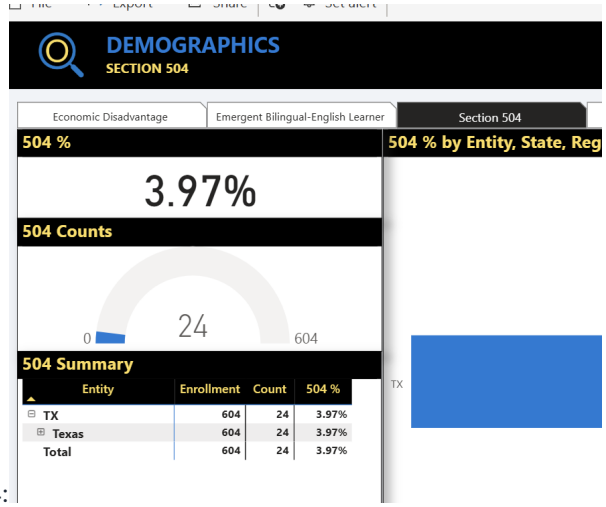


EB:

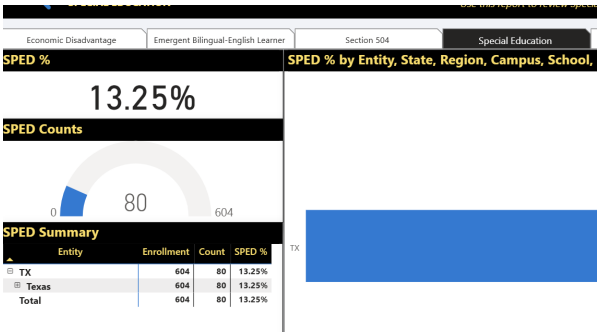


TX

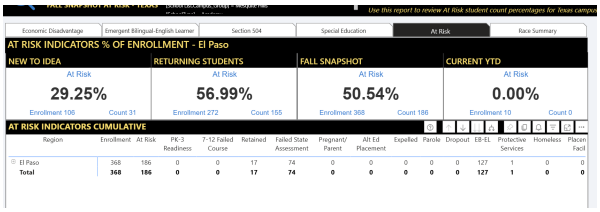
504:



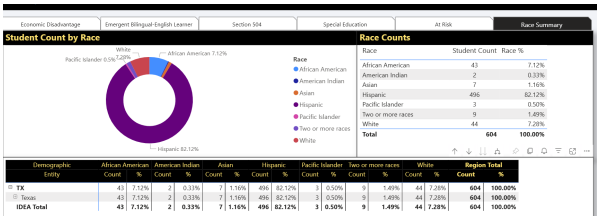
Special Education:



At Risk



Race:



Strengths

Demographics information indicates male and female rations are well distributed close to 1:1. Demographics information also indicates that Hispanic/Latino population is conducive with the El Paso population. Breakfast, lunch and supper is being served to all campus population of students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	72.70% are economically Disadvantage.	Not all parents receive information of available programs related to helping families in need (economically disadvantaged).
2 ★	25.74% of our students are military connected.	Not all parents and students have information on how IDEA supports the unique needs of military families who often relocate.

★ = Priority

Student Learning

Summary

For the 24-25 academic school year, MQAC performed above district average on Mock Exams for Math.

- Teks performed above district average
- 3rd: 19/26 =73% above
- 4th: 8/24 = 33% above
- 5th: 10/25 = 40% above

DIBELS and Direct Instruction (DI) interventions implemented by the our K-2nd teachers ranked among the top in the district, showcasing the program's strong commitment to foundational literacy and targeted instructional support. These interventions not only led to significant gains in student reading proficiency but also set a high standard for effective, data-driven instruction across the district.

Preliminary Results 24- 25 STAAR

Test	% of Approaches	% of Meets	% of Masters
3rd ELA	83%	65%	32%
3rd Math	72%	49%	22%
4th ELA	92%	72%	32%
4th Math	58%	33%	13%
5th ELA	80%	58%	33%
5th Math	72%	34%	12%
5th Science	76%	41%	10%
23-24	**76%**	**51%**	**22%**
3rd ELA	2%	11%	5%
3rd Math	4%	14%	7%
4th ELA	2%	11%	2%
4th Math	13%	8%	8%
5th ELA	7%	15%	16%
5th Math	17%	34%	8%
5th Science	18%	9%	-7%

Strengths

Our campus has shown remarkable progress in its Reading and Science performance. The program successfully moved its Achievement Score from a C to a B, reflecting improved academic outcomes among participating students. Additionally, the Growth Goal score advanced from an F to a C, signaling significant strides in student progress and learning gains over time. With continued focus and targeted support, Reading is now on track to achieve an A rating.

Science has successfully met the 60/30 goals across all key student groups, including overall performance, Special Education (SPED), and Emergent Bilingual (EB) populations. These accomplishments reflect the program's inclusive approach and dedication to equity in education. In Domain 1 and Domain 2, the program achieved impressive scores of 95A, demonstrating both high academic achievement and significant student growth. These results highlight the program's effectiveness in driving excellence and ensuring that all students, regardless of background or need, are on a strong path toward academic success.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Perception of IDEA is the "Public" vs "Charter" Effect	The "look" and operating mechanisms of IDEA creates an aesthetic that we don't offer free public education versus traditional schools
2 ★	Absence of a diagnostic tool for math, which limited the ability to provide targeted interventions based on student needs.	Low prioritization of early math diagnostics within the school's intervention framework.

★ = Priority

School Processes & Programs

Summary

Meeting Notes
Date: May 1, 2024

Curriculum Overview – IDEA Mesquite Hills Academy

English Language Arts (RLA):

- Direct Instruction (DI)
- Wit & Wisdom
- Being a Writer

Science:

- Amplify Science

Social Studies:

- Lavinia Group – Insight Social Studies

Math:

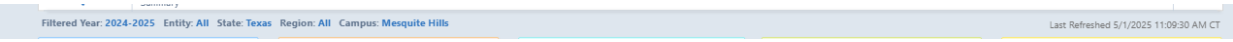
- Eureka Math

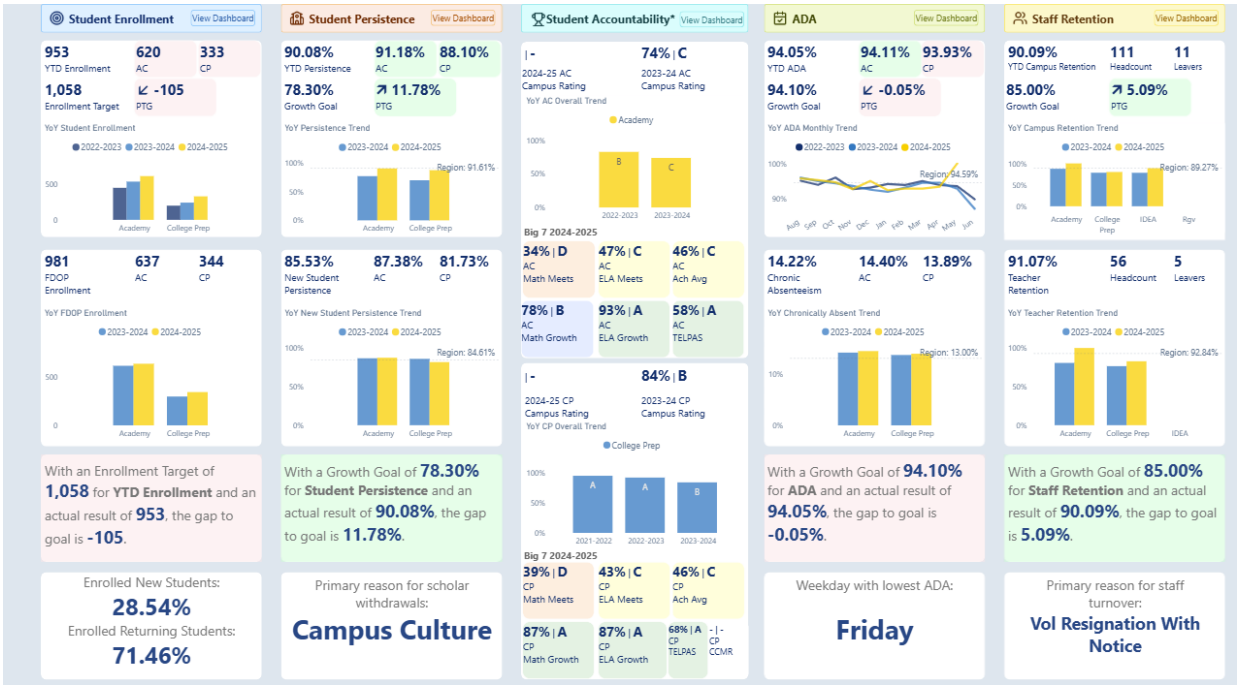
Individualized Learning Platforms:

- *DreamBox* (Grades 1–5)
- *i-Ready* (Grades K–5)
- *Sirius* (Grades 3–5)
- *Accelerated Reader* (Grades 1–5)
- *Summit K12* (Grades 2–5)
- *Great Minds* (Grades K–5)

Instructional Excellence Framework

Guideposts for Excellent Teaching (GET) Rubric
A tool for teacher evaluation, coaching, and professional growth aligned to our organizational goals and instructional vision.





Core Operating Mechanisms

Meeting Type	Duration	Purpose & Key Practices
Morning / EOD Huddle	5–10 minutes	Brief daily alignment on top priorities. Use concise language focused on outcomes.
Weekly Tactical	1–1.5 hours	Lead team reviews weekly data, discusses tactical items, and aligns on next steps. Avoid setting agenda before initial reporting. Strategic items are deferred.
Monthly Strategic	2–4 hours	Deep dive into one to two high-leverage issues. Come prepared with research; promote thoughtful conflict.
Campus PTGs	1.5 hours per campus	Campus leads present progress toward goals. The team pushes thinking to problem-solve and strategize.
Instructional Rounds	3 hours	Identify trends in teaching and inform future PD. Led by the campus leadership team.
Culture Rounds	1–3 hours	Ensure strong student culture across all areas. Observe classrooms and shared spaces.
Talent Reviews	Half-day	Staff are placed on a 9-box grid to assess performance and potential. Used to guide coaching and support.
Staff Development Cycle	Quarterly	Intentional reflection and performance conversations between staff and managers.
Grade Team Meetings	30 minutes	Grade-level alignment on tasks, deadlines, and announcements. Reinforces communication consistency.
Data Tracking	1 hour	VPs use tracking systems to monitor performance and inform coaching. Data is discussed weekly.
Meeting with Self	1–1.5 hours	Time for VPs to reflect, plan next steps, and organize the upcoming week. Includes calendar updates and communications follow-up.
1:1 Check-ins	1.5 hours weekly/bi-weekly	Direct reports lead the agenda to review goals and provide two-way feedback. Pre-meeting preparation is essential for meaningful discussion.

Behavior Response & Support Process

1. Teacher initiates contact with the parent.
2. Teacher conducts a one-on-one student conference.
3. Teacher holds a formal parent conference.
4. Assistant Principal joins the Teacher and Parent for a follow-up conference.
5. Principal participates in a final conference with the Teacher and Parent.

- **Note:** Administrative removal from class will not be used as a first response.
- **GTLs:** Support teachers with a brief reset opportunity for self-regulation before reentering the classroom; ensure a reflection conversation takes place afterward in alignment with CPI training.
- A **De-Escalation Poster** should be visible in classrooms as a guide, and the **Calming Corner** should be used only when necessary.
- Grade levels must align on consistent expectations and consequences for **classroom management**.
- At the **beginning of the year**, ensure all teams are aligned to clearly defined **behavior levels** and responses.

Strengths

Strengths

- IDEA boasts a strong student retention rate, averaging **91% year over year against the goal of 80%**
- Staff retention remains exceptional, with an average of **100% year over year**.
- Demonstrating academic acceleration, **24% of current Kindergarten students are already enrolled in the 1st grade program**.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	IDEA Mesquite Hills Academy is also in need of a clearly defined behavior management system.	Root Cause: No unified framework, inconsistent consequences, and limited teacher support. Point Person: Assistant Principal of Instruction (API) and Counselor or SEL Lead.
2 ★	IDEA Mesquite Hills Academy is currently in need of a structured RISE curriculum.	Root Cause: Lack of clear ownership, onboarding, and time allocated for planning and training. Point Person: Assistant Principal of Instruction (API) and RISE Point Teacher.

★ = Priority

Perceptions

Summary

Summary:

The Perception of IDEA Mesquite Hills has been difficult to engage due to lack of community participation surveys (less than 5 participating parents/families per event). With successful Family engagement events and open opportunity for parent feedback; the community misinterprets the traditional look and culture that IDEA does not represent. Not having similar activities as other non-IDEA campuses, portrays that there are not enough chances to participate with their scholars.

Highlights for the Year:

- National Autism Inclusive Spotlight
- Regional “Bring the Joy” Recipient
- Initiated Parent Volunteer Committee

Campus pivoted to target ADA Absentee scholars, which created Persistence progression. Mesquite Hills currently is above last year’s year to date with a 90.1% persistence that focuses on scholars being on campus. With this focus, there is still an area of opportunity with tardies. There is a lack of cohesive collaboration with parents and staff when it comes to tardy concerns.

Strengths

- Campus provides SAFE environment (gated, uniforms)
- Culture of "small community", everyone is able to build rapport with scholars

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	15 Scholars with 100+ Chronic Tardies	We don't follow-up or have "consequences" for Chronic Tardies
2 ★	Perception of IDEA is the "Public" vs "Charter" Effect	The "look" and operating mechanisms of IDEA creates an aesthetic that we don't offer free public education versus traditional schools

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	72.70% are economically Disadvantage.	Not all parents receive information of available programs related to helping families in need (economically disadvantaged).
2 ★	Absence of a diagnostic tool for math, which limited the ability to provide targeted interventions based on student needs.	Low prioritization of early math diagnostics within the school's intervention framework.
3 ★	15 Scholars with 100+ Chronic Tardies	We don't follow-up or have "consequences" for Chronic Tardies
4 ★	IDEA Mesquite Hills Academy is currently in need of a structured RISE curriculum.	Root Cause: Lack of clear ownership, onboarding, and time allocated for planning and training. Point Person: Assistant Principal of Instruction (API) and RISE Point Teacher.
5 ★	25.74% of our students are military connected.	Not all parents and students have information on how IDEA supports the unique needs of military families who often relocate.
6 ★	Perception of IDEA is the "Public" vs "Charter" Effect	The "look" and operating mechanisms of IDEA creates an aesthetic that we don't offer free public education versus traditional schools

7 ★	Perception of IDEA is the "Public" vs "Charter" Effect	The "look" and operating mechanisms of IDEA creates an aesthetic that we don't offer free public education versus traditional schools
8 ★	IDEA Mesquite Hills Academy is also in need of a clearly defined behavior management system.	Root Cause: No unified framework, inconsistent consequences, and limited teacher support. Point Person: Assistant Principal of Instruction (API) and Counselor or SEL Lead.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **Campus/District improvement plans (current and prior years)**

Accountability Data

- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Accountability Distinction Designations**

Student Data: Assessments

- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Student failure and/or retention rates**
- ☑ **Local diagnostic reading assessment data**
- ☑ **Local benchmark or common assessments data**
- ☑ **Texas approved PreK - 2nd grade assessment data**
- ☑ **Other PreK - 2nd grade assessment 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**

- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Goals

Goal 1

IDEA Mesquite Hills Academy will increase performance bands in meets 38% to 48% in masters from 15% - 25% in 3rd - 5th grade math.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

IA: As a math department students performing at or above grade level in Math as measured by the Meets Grade Level Standard on STAAR will increase from current meets 38% to 48% in masters from 15% - 25% in Spring 2026.(HB3)

Strategy 1

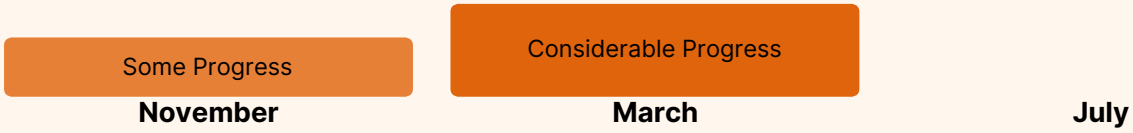
Tracking Progress in Academic Block

Strategy's Expected Result/Impact: Impact is to increase math scores in meets and masters

Staff Responsible for Monitoring: Mendoza and Valadez

TEA Priorities: Build a foundation of reading and math

Formative Reviews



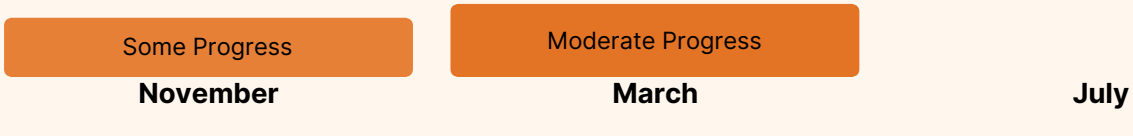
Strategy 2

TEK diagnosis to discover math gaps.

Strategy's Expected Result/Impact: Close low performing TEK gap.

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 2

☑ High Priority

IA: 40% of SPED Students attain approaches in Math STAAR in 2026 (TEC 11.253(d)(2))

Evaluation Data Source: Assessments, benchmarks, IXL data

Strategy 1

Academic Block as Intervention

Strategy's Expected Result/Impact: Close the gap from did not meets to approaches in math

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

TEK diagnosis to discover math gaps.

Strategy's Expected Result/Impact: Close the gap in mastering standards.

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Goal 2 IDEA Mesquite Hills Academy will increase persistence by 3% from the 24-2 SY (79%) to (82%) for the 25-26 SY.

Performance Objective 1

MQH will offer a minimum of 2 family engagements opportunities per month

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

SC will create a month by month tracker on family engagement

Staff Responsible for Monitoring: SC

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Strategy 2

Review the family engagement tracker during Principal and SC check in

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 2

Principal and School Counselor Lunch with NTI scholars

Strategy 1

Quarterly NTI luncheons

Formative Reviews

November	March	July
Some Progress	Some Progress	

Goal 3 IDEA Mesquite Hills Academy willi increase student daily attendance from 24-25SY (93%) to 95% in the 25-26 SY.

Performance Objective 1

Implement PBIS System to fidelity as a site

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Daily ADA Huddle

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

ADA Matrix

Formative Reviews

November	March	July
Some Progress	No Progress	

Goal 4 IDEA Mesquite Hills Academy will decrease Chronic Absentieesm from 14% in 24-25SY to 13% in the 25-26SY

Performance Objective 1

100% of IA Lead team will engage and own the CA accountability system for their grade level.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

CA meetings will be standing items during: PEA meetings, ADA huddle, SC Check ins

Formative Reviews

November	March	July
Some Progress	Some Progress	

Goal 5 IDEA Mesquite Hills Academy will increase DIBELS performance in K-2nd to 70% growth

Performance Objective 1

100% of DIBELS data in K-2nd will be tracked

Strategy 1

ILT meetings will discuss DIBELS data

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

DIBELS Intervention with fidelity

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ABRIL MACIEL ENRIQUEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
ALYSSIA TORRES	TEACHER - INTERVENTIONIST	School-wide Program	1
ANNA JOHANNA SANCHEZ	COTEACHER	School-wide Program	1
LAURA LETICIA FLORES	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1
VALERIA VILLARREAL	COTEACHER	School-wide Program	1

IDEA Public Schools

Mesquite Hills College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:48 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Needs Assessment Overview 5

Demographics 6

Student Learning 8

School Processes & Programs 10

Perceptions 12

Priority Problem Statements 14

Data Documentation for CNA 16

Improvement Planning Data 17

Student Data: Assessments 17

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 17

Employee Data 17

Parent/Community Data 18

Support Systems and Other Data 18

Goals 19

Goal 1 : IDEA Mesquite Hills College prep scholars will meet TELPAS Accountability 20

Goal 2 : IDEA Mesquite Hills will increase student daily attendance for the 25-26 school y... 21

Goal 3 : IDEA Mesquite Hills College Prep will increase student persistence for 25-26 sch... 22

Goal 4 : IDEA Mesquite Hills College Prep will meet the TSI goal for 25-26 school year 23

Goal 5 : IDEA Mesquite Hills College Prep will increase meets and masters in Math for the... 25

Title I Summary 26

Title I Personnel 27

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

IDEA Mesquite Hills College Prep reflects a comprehensive analysis of academic data, staff and family feedback, classroom observations, and instructional systems. Our review revealed strengths in campus culture, student-staff relationships, and family event participation, as well as a strong foundation in coaching and data-driven instruction.

However, several areas of need emerged across domains. Achievement gaps persist for English Learners and Special Education scholars, signaling a need for strengthened Tier 1 instruction and targeted intervention systems. While coaching cycles are in place, the alignment between professional development, lesson internalization, and student outcomes must improve to maximize instructional impact.

Family perception data shows that while parents feel welcomed and value the school's mission, opportunities exist to engage families more closely in campus events.

This assessment will inform campus priorities and improvement strategies focused on academic excellence, staff development, family partnership, and whole-child support to ensure that every scholar is on the path to and through college.

Demographics

Summary

IDEA Mesquite Hills College Prep serves a diverse student population across grades 6–10. Our demographics include 72.70% economically disadvantaged students, 24.43% EBs, and 29.8% at risk scholars. While enrollment continues to grow, ensuring that instructional practices, family engagement, and resource allocation remain equitable and culturally responsive is a priority. Our campus must continue to monitor demographic shifts and adjust staffing, programming, and supports to meet evolving needs.

IDEA Mesquite Hills CP in El Paso, Texas, is dedicated to fostering academic excellence and college readiness, student well-being, and community engagement. Our mission is to prepare scholars for future success through a rigorous, data-driven curriculum and personalized support. We introduce college awareness through our field lessons, visiting universities in every grade level beginning in 6th grade. Recognizing the importance of social-emotional health, we integrate character education, mental health resources, and a safe, inclusive environment with the Move this World curriculum. We actively engage parents and community partners to enrich our students' educational experiences and instill a sense of civic responsibility

Strengths

- Welcome to IDEA, and other free community outreach events.
- Special Pops and teacher retention.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	ADA annual goal not met	Need for more targeted interventions and a focused ADA escalation Process
2	Students in SPED did not show adequate growth	Inconsistent support for SPED scholars

★ = Priority

Student Learning

Summary

Our campus demonstrated growth in some core content areas; however, significant gaps remain in academic performance, particularly among English Learners and Special Education scholars. STAAR performance data indicates a need for increased rigor, targeted intervention, and consistent progress monitoring to close achievement gaps. Strengthening Tier 1 instruction, leveraging data cycles, and ensuring strategic RTI implementation will be essential to improving scholar outcomes.

Strengths

- Increase in ELA at all grade levels

- Increase in Biology

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Inconsistent instructional support and accommodations for Emergent Bilingual (EB), Section 504, and Special Education (SPED) students	Protected collaboration time for gen-ed and inclusion teacher to collaborate was not in place
2 ★	Inconsistent implementation of the IDEA curriculum	Gaps in professional targeted development
3	Inconsistent use of daily student performance data and assessment results to adjust instruction in a timely manner	Teachers lack consistent routines and clear protocols for analyzing daily student performance data and assessment results promptly,

★ = Priority

School Processes & Programs

Summary

IDEA Mesquite Hills College Prep has established systems for instructional coaching and professional development, but the consistency and impact of these systems vary across grade levels and content areas. Weekly coaching cycles are in place, yet feedback from teachers and walkthrough trends suggest a need to deepen alignment between coaching, lesson internalization, and student achievement data.

Professional development is frequent and often aligned to campus priorities; however, a more targeted, data-driven approach is needed to differentiate support based on teacher experience and observed gaps. There is also a need to strengthen follow-through — ensuring that what is taught during PD is embedded in planning, observed in classrooms, and revisited in coaching.

Strengths

- By EOY 100% of teachers were getting consistent feedback and targeted next steps

- established systems that support curriculum and instruction, Special Programs, SEL/ Mental Health, and Family Engagement.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	New campus leadership struggled to prioritize time for coaching and other responsibilities	Attempting to coach too many individuals Needed to prioritize tasks more efficiently
2 ★	Equitable Coaching and check in time for all teachers	Some teachers required more intensive coaching Leaders pulled away by other tasks

★ = Priority

Perceptions

Summary

Campus perception data gathered through family surveys, scholar feedback, and informal check-ins indicate that IDEA Mesquite Hills College Prep is seen as a safe and caring school with high academic expectations. Families appreciate the dedication of staff and the strong relationships built with scholars. However, consistent communication and meaningful engagement remain growth areas, especially as the campus continues to expand.

While attendance at events such as report card nights, promotion ceremonies, and parent meetings is generally strong, two-way communication about scholar progress, behavior expectations, and instructional priorities can be inconsistent. Language access, digital literacy barriers, and varying levels of family availability affect how effectively information is received and acted upon.

Additionally, some families express a desire for more proactive outreach, opportunities to partner in student learning, and clearer understanding of academic goals, behavior systems, and postsecondary planning.

Strengths

- 100% of families receive monthly calls

- high participation in key engagement events such as Tunk or treat and kite day

- commitment to feedback

- visible and approachable leadership

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Stakeholders are not aware of what the school offers, such as college for All, AP courses, and extracurricular activities	Campus staff are not trained on how to promote the school effectively based on what we currently offer.
2	Use of stakeholder volunteers did not increase this year.	Communication has not been provided to stakeholders about the volunteer process and what activities they can volunteer with.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Stakeholders are not aware of what the school offers, such as college for All, AP courses, and extracurricular activities	Campus staff are not trained on how to promote the school effectively based on what we currently offer.
2 ★	Equitable Coaching and check in time for all teachers	Some teachers required more intensive coaching Leaders pulled away by other tasks
3 ★	Inconsistent implementation of the IDEA curriculum	Gaps in professional targeted development
4 ★	ADA annual goal not met	Need for more targeted interventions and a focused ADA escalation Process

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**

Student Data: Student Groups

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**

- [x] **Staff surveys and/or other feedback**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Communications data**

Goals

Goal 1 IDEA Mesquite Hills College prep scholars will meet TELPAS Accountability

Goal 2 IDEA Mesquite Hills will increase student daily attendance for the 25-26 school year.

Performance Objective 1

Targeted Daily Attendance Huddles will be held and include chronic absenteeism system by October.

Goal 3 IDEA Mesquite Hills College Prep will increase student persistence for 25-26 school year.

Performance Objective 1 ☑ High Priority

By October 2026, the campus will implement MTSS with fidelity during grade-level meetings, as evidenced by consistent identification and documentation of appropriately tiered scholars aligned to key academic and behavioral indicators.

Evaluation Data Source: Tactical Document

Goal 4 IDEA Mesquite Hills College Prep will meet the TSI goal for 25-26 school year

Performance Objective 1 ☑ High Priority

Sophomores will meet 60% TSI exemption in both Math, Reading and Writing by EOY.

Strategy 1

Scholars will receive TSI Skills targeted support on College Readiness Wednesdays.

Strategy's Expected Result/Impact: Increase TSI exemption percentage to 60% to meet 100% TSI exemption by senior year.

Staff Responsible for Monitoring: College Counselor, Shannon Lovell

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 2

Professional Development around College Knowledge and College readiness requirements will be given to all teachers quarterly.

Evaluation Data Source: Instructional Rounds

Strategy 1

Developing and delivering PD to cover key areas of college readiness including admissions and financial aid, aligning instruction to college standards, fostering a college-going culture, and equipping teachers to effectively advise and support scholars through the college process.

Strategy's Expected Result/Impact: Quarterly professional development on college knowledge and readiness can empower teachers to better integrate college-focused skills and expectations into daily instruction, ultimately fostering a stronger college-going culture across the campus.

Staff Responsible for Monitoring: College Counselor, Shannon Lovell

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Goal 5

IDEA Mesquite Hills College Prep will increase meets and masters in Math for the 25-26 school year.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
PALOMA GALLEGO	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools



Mission Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:59 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Student Learning 5

Goals 7

Goal 1 : Mission Academy will meet enrollment - 740. 8

Goal 2 : 80% of 4th grade students will meet or exceed their growth goals. 9

Goal 3 : 80% of 5th grade students will meet or exceed their growth goals. 11

Goal 4 : Students will meet 70% DIBELS growth in primary grades (K-2nd). 13

Goal 5 : Students in 5th grade will have a student achievement average of a 50 or higher... 15

Title I Summary 16

Title I Personnel 17

Comprehensive Needs Assessment

Student Learning

Summary

Our students at IDEA Mission Academy demonstrate both notable strengths and clear opportunities for growth. Overall, our STAAR results averaged 70% Approaches, 40% Meets, and 18% Masters, with a student achievement average of 43%. Our strongest performance came from our highly effective 4th grade teaching teams. In 4th grade Reading Language Arts, 90% of students scored at Approaches, 60% at Meets, and 27% at Masters—placing us at the top of the district. Similarly, in 4th grade Math, 77% of students reached Approaches, 47% Meets, and 18% Masters, again leading district performance. In Special Education, our campus excelled with a student achievement average of 44.4%, the highest among all IDEA campuses in the Rio Grande Valley. We also met our TELPAS growth targets, signaling strong support for our English Language Learners. As we reflect on these achievements, we also recognize the need to strengthen outcomes in 3rd grade Reading and Math, as well as 5th grade Math and Science, to ensure all students are on track for long-term academic success.

Strengths

As mentioned above, our key areas of strength are in Special Education, 4th grade Reading, and 4th grade Math. Much of this success can be attributed to the high-quality, consistent instruction delivered by our teachers each day, as well as the intentional use of backwards planning to ensure alignment with grade-level standards and assessment expectations. In these classrooms, teachers are not only delivering content effectively but also anticipating student misconceptions, adjusting instruction based on data, and reinforcing foundational skills. The result is strong student performance, high levels of engagement, and a clear trajectory of growth. These pockets of excellence serve as models for what's possible when planning, execution, and support systems are tightly aligned.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Student achievement in 3rd grade Reading and Math is below campus and district expectations, limiting early foundational success.	Inconsistent instructional planning and delivery compared to higher-performing grade levels. Lack of strong teacher content expertise and/or insufficient alignment to STAAR rigor. Lower teacher effectiveness and less consistent use of backwards planning protocols. Insufficient implementation of "dress rehearsals" at the K-2 level in both Reading and Math, which limits lesson internalization and
2	5th grade Math and Science performance lags behind other tested subjects, with fewer students reaching Meets and Masters levels.	Gaps in vertical alignment and content spiraling from earlier grades. Insufficient use of real-time data to adjust instruction or reteach key concepts. Less effective use of lesson internalization and assessment analysis protocols. Lack of consistent dress rehearsals beginning early in the year, resulting in missed opportunities for lesson refinement and alignment. Inconsistent or missing unit

★ = Priority

Goals

Goal 1 Mission Academy will meet enrollment - 740.

Performance Objective 1

Kinder will have at least 75 students in order to have 3 sections.

Strategy 1

New Enrollment Coordinator will be hired by June 2025

Formative Reviews

November	March	July

Strategy 2

Our recruitment efforts will strategically target locations and communities that align with the age group we're serving. Key outreach will focus on families with young children by leveraging proximity to the Scratch 7 Soccer Complex (right next door), partnering with local daycares, and engaging families in high-traffic community spaces such as the flea market--particularly in the toy section, where families with young children often gather. These efforts will allow us to meet families where they are and highlight the value of early enrollment at our school.

Formative Reviews

November	March	July

Goal 2 80% of 4th grade students will meet or exceed their growth goals.

Performance Objective 1

60% of 4th grade HB1416 students will, at least, "Approach" on both RLA and Math STAAR.

Strategy 1

RLA Trackers:
Our RLA trackers will include two key targets for each student:

The score needed to reach the next band of growth (to monitor individual progress), and

Whether the student is on track to achieve Meets Grade Level performance (as opposed to simply Approaches).

This dual-tracking system will help ensure we are monitoring both growth and proficiency, aligning our instruction with high expectations for all students.

Formative Reviews

November	March	July

Performance Objective 2

4th grade will earn a 60 Student Achievement Average

Strategy 1

Math Trackers:
Our Math trackers will include two key targets for each student:

The score needed to reach the next band of growth (to monitor individual progress), and

Whether the student is on track to achieve Meets Grade Level performance (as opposed to simply Approaches).

This dual-tracking system will help ensure we are monitoring both growth and proficiency, aligning our instruction with high expectations for all students.

Formative Reviews

November	March	July

Goal 3 80% of 5th grade students will meet or exceed their growth goals.

Performance Objective 1

60% of 5th grade HB1416 students will, at least, "Approach" on both RLA and Math STAAR.

Strategy 1

RLA Trackers:
Our RLA trackers will include two key targets for each student:

The score needed to reach the next band of growth (to monitor individual progress), and

Whether the student is on track to achieve Meets Grade Level performance (as opposed to simply Approaches).

This dual-tracking system will help ensure we are monitoring both growth and proficiency, aligning our instruction with high expectations for all students.

Formative Reviews

November	March	July

Performance Objective 2

5th grade cohort will earn a student achievement average of a 65.

Strategy 1

Math Trackers:
Our Math trackers will include two key targets for each student:

The score needed to reach the next band of growth (to monitor individual progress), and

Whether the student is on track to achieve Meets Grade Level performance (as opposed to simply Approaches).

This dual-tracking system will help ensure we are monitoring both growth and proficiency, aligning our instruction with high expectations for all students.

Formative Reviews

November	March	July

Goal 4 Students will meet 70% DIBELS growth in primary grades (K-2nd).

Performance Objective 1

1st grade students will meet 70% DIBELS growth at EOY.

Strategy 1

Start dress rehearsals for 1st grade teachers by the 2nd week of school that focus on comprehension and help teachers supplement the DI curriculum. The goal is to make sure lessons support both decoding and understanding, so students are not just reading words but also making sense of what they read.

Formative Reviews

November	March	July

Performance Objective 2

2nd grade students will meet 70% DIBELS growth at EOY.

Strategy 1

Start dress rehearsals for 2nd grade teachers by the 2nd week of school that focus on comprehension and help teachers supplement the DI curriculum. The goal is to make sure lessons support both decoding and understanding, so students are not just reading words but also making sense of what they read.

Formative Reviews

November	March	July

Performance Objective 3

Kinder students will meet 70% DIBELS growth at EOY.

Strategy 1

Start dress rehearsals for Kinder teachers by the 2nd week of school that focus on comprehension and help teachers supplement the DI curriculum. The goal is to make sure lessons support both decoding and understanding, so students are not just reading words but also making sense of what they read.

Formative Reviews

November	March	July

Goal 5

Students in 5th grade will have a student achievement average of a 50 or higher on the Science STAAR.

Performance Objective 1

Students will be above the district average by interim assessments.

Strategy 1

The science teacher will focus on building students' conceptual understanding of science and will track student learning early and often, with progress monitored weekly.

Formative Reviews

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
BRANDI NICOLE DUARTE	COTEACHER	School-wide Program	1
EMELIA Marcelina HEREBIA	TEACHER - INTERVENTIONIST	School-wide Program	1
KARINA LIZETTE BALDERAS	COTEACHER	School-wide Program	1
MARK Anthony SAENZ	COTEACHER	School-wide Program	1
REBECA Y WILHELMSSON	TEACHER - INTERVENTIONIST	School-wide Program	1
SALINA LOPEZ	COTEACHER	School-wide Program	1
SAMANTHA JO RODRIGUEZ	COTEACHER	School-wide Program	1

IDEA Public Schools



Mission College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:59 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Goals 7

Goal 1 : 30% of seniors will earn AP Scholar recognition. 8

Goal 2 : 8th grade students will achieve 90% Approaches, 60% Meets, and 30% in all ST... 10

Goal 3 : IDEA Mission Middle School will achieve 90% Approaches, 60% Meets, and 30% ... 11

Goal 4 : IDEA CP Mission will achieve 90% Approaches, 60% Meets, and 30% Masters 6t... 15

Goal 5 : CP attendance will average 96% ADA for the school year. 19

Title I Summary 20

Title I Personnel 21

Comprehensive Needs Assessment

Demographics

Summary

IDEA Mission College Preparatory (Mission CP) is a 6th -12th Grade, Title I school serving 775 students located in the Rio Grande Valley of Texas. Mission CP is located in the small, primarily Hispanic, low-income community of Mission, Texas, situated about three miles from the United States-Mexico border. More than 98% of students are Mexican-American or Mexican Nationals and 100% are eligible to participate in the National School Lunch Program.

Mission CP was founded in 2008 on the belief that, when the adults in the system get it right, each and every child, regardless of circumstance, should receive a high-quality education that prepares them for success in college and citizenship. To that end, Mission CP campus leaders hold each of its 55+ staff members accountable for meeting ambitious goals that drive student learning outcomes and boost academic achievement. With a relentless focus on college, the carefully curated high school program moves students from teacher-led instruction to a student-driven program while enhancing the individualization of instruction with technology-assisted learning, character education, and extra curricular activities. The ultimate goal is to design and implement a model that gets students on-grade level in order to lead them to college preparedness.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Our growing population of Emergent Bilingual students is not receiving sufficient language support to access rigorous, grade-level instruction.	Lack of campus-wide systems or dedicated instructional routines for supporting EB students in general education classrooms. Limited professional development focused on English language acquisition strategies and ELPS (English Language Proficiency Standards) integration. Insufficient monitoring of EB student progress and teacher implementation of supports.

★ = Priority

Goals

Goal 1 30% of seniors will earn AP Scholar recognition.

Performance Objective 1

25% of 10th graders will have passed 2 AP exams at the end of the school year.

Evaluation Data Source: Passed AP Tests

Strategy 1

AP teachers will meet in content teams and begin participating in dress rehearsals early in the school year to strengthen lesson internalization and execution.

Strategy's Expected Result/Impact: -

Staff Responsible for Monitoring: -

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

AP teachers will take a released AP exam as part of their professional development to experience the test firsthand. They will reflect on what was challenging and what came easily, then begin backwards planning their instruction to align with the skills and rigor required for success.

Formative Reviews

November	March	July

Strategy 3

AP teachers will prioritize unit unpacking, focusing on breaking down the standards, identifying the knowledge and skills students need, and ensuring that instruction is aligned to those expectations.

Formative Reviews

November	March	July

Performance Objective 2

25% of 11th graders are AP Scholars by the end of the school year.

Strategy 1

AP teachers will meet in content teams and begin participating in dress rehearsals early in the school year to strengthen lesson internalization and execution.

Formative Reviews

November	March	July

Strategy 2

AP teachers will take a released AP exam as part of their professional development to experience the test firsthand. They will reflect on what was challenging and what came easily, then begin backwards planning their instruction to align with the skills and rigor required for success.

Formative Reviews

November	March	July

Strategy 3

AP teachers will prioritize unit unpacking, focusing on breaking down the standards, identifying the knowledge and skills students need, and ensuring that instruction is aligned to those expectations.

Formative Reviews

November	March	July

Goal 2

8th grade students will achieve 90% Approaches, 60% Meets, and 30% in all STAAR subjects.

Performance Objective 1

8th grade students will achieve 90/60/30 on STAAR Advanced Social Studies.

Strategy 1

Restructure the RTTC class across all grade levels to focus primarily on ACT preparation, with 1-2 days per week reserved for other priorities such as college knowledge, scholarships, etc.

Formative Reviews

November	March	July

Strategy 2

Add regular dress rehearsals for RTTC teachers to ensure alignment and consistency across classrooms.

Formative Reviews

November	March	July

Performance Objective 2

8th grade students will achieve 90/60/30 on STAAR EOC Biology.

Performance Objective 3

8th grade students will achieve 90/60/30 on STAAR EOC Algebra 1.

Performance Objective 4

8th grade students will achieve 90/60/30 on STAAR RLA.

Goal 3

IDEA Mission Middle School will achieve 90% Approaches, 60% Meets, and 30% Masters on middle school math STAAR assessments, including 6th Grade Math, 7th Grade Pre-Algebra, and 8th Grade Algebra I.

Performance Objective 1

6th grade students will achieve 90% Approaches, 60% Meets, and 30% Masters on the Math STAAR assessment

Strategy 1

Unpack the 2024-2025 STAAR assessment data at the beginning of the school year and hold data conversations with teachers. Use insights from the TEA Parent Portal to guide analysis and ensure a clear understanding of student performance and growth areas.

Formative Reviews

November	March	July

Strategy 2

Ensure that dress rehearsals begin early in the school year and are conducted weekly, with a focus on either exit tickets or key instructional points to strengthen lesson execution.

Formative Reviews

November	March	July

Strategy 3

Focus on culture guideposts daily starting the first week of school, and implement bell-to-bell instruction with strategic move-ins for teachers who require intensive remediation.

Formative Reviews

November **March** **July**

Strategy 4

Focus on unit unpacking, with the API conducting unpacking sessions with each teacher at the start of every unit. At the end of each unit, API to hold a data conversation using student work to reflect on mastery and gaps. This process will continue throughout the year, with an emphasis on the teacher understanding the standards, how lessons build upon one another, and how each standard is assessed to drive true mastery.

Formative Reviews

November **March** **July**

Performance Objective 2

7th grade students will achieve 90% Approaches, 60% Meets, and 30% Masters on the 7th grade Pre-Algebra STAAR assessment

Strategy 1

Unpack the 2024-2025 STAAR assessment data at the beginning of the school year and hold data conversations with teachers. Use insights from the TEA Parent Portal to guide analysis and ensure a clear understanding of student performance and growth areas.

Formative Reviews

November **March** **July**

Strategy 2

Ensure that dress rehearsals begin early in the school year and are conducted weekly, with a focus on either exit tickets or key instructional points to strengthen lesson execution.

Formative Reviews

November **March** **July**

Strategy 3

Focus on culture guideposts daily starting the first week of school, and implement bell-to-bell instruction with strategic move-ins for teachers who require intensive remediation.

Formative Reviews

November	March	July

Strategy 4

Focus on unit unpacking, with the API conducting unpacking sessions with each teacher at the start of every unit. At the end of each unit, API to hold a data conversation using student work to reflect on mastery and gaps. This process will continue throughout the year, with an emphasis on the teacher understanding the standards, how lessons build upon one another, and how each standard is assessed to drive true mastery.

Formative Reviews

November	March	July

Performance Objective 3

8th grade students will achieve 90% Approaches, 60% Meets, and 30% Masters on the Algebra 1 STAAR assessment

Strategy 1

Unpack the 2024-2025 STAAR assessment data at the beginning of the school year and hold data conversations with teachers. Use insights from the TEA Parent Portal to guide analysis and ensure a clear understanding of student performance and growth areas.

Formative Reviews

November	March	July

Strategy 2

Ensure that dress rehearsals begin early in the school year and are conducted weekly, with a focus on either exit tickets or key instructional points to strengthen lesson execution.

Formative Reviews

November	March	July

Strategy 3

Focus on culture guideposts daily starting the first week of school, and implement bell-to-bell instruction with strategic move-ins for teachers who require intensive remediation.

Formative Reviews

November	March	July

Strategy 4

Focus on unit unpacking, with the API conducting unpacking sessions with each teacher at the start of every unit. At the end of each unit, API to hold a data conversation using student work to reflect on mastery and gaps. This process will continue throughout the year, with an emphasis on the teacher understanding the standards, how lessons build upon one another, and how each standard is assessed to drive true mastery.

Formative Reviews

November	March	July

Goal 4 IDEA CP Mission will achieve 90% Approaches, 60% Meets, and 30% Masters 6th- 10th RLA STAAR assessments.

Performance Objective 1

9th grade students will achieve 90% Approaches, 60% Meets, and 30% Masters on the English 1 EOC STAAR assessment

Performance Objective 2

10th grade students will achieve 90% Approaches, 60% Meets, and 30% Masters on the English II EOC STAAR assessment

Performance Objective 3

6th grade students will achieve 90% Approaches, 60% Meets, and 30% Masters on the RLA STAAR assessment

Strategy 1

Unpack the 2024-2025 STAAR assessment data at the beginning of the school year and hold data conversations with teachers. Use insights from the TEA Parent Portal to guide analysis and ensure a clear understanding of student performance and growth areas.

Formative Reviews

November	March	July

Strategy 2

Ensure that dress rehearsals begin early in the school year and are conducted weekly, with a focus on either exit tickets or key instructional points to strengthen lesson execution.

Formative Reviews

November	March	July

Strategy 3

Focus on culture guideposts daily starting the first week of school, and implement bell-to-bell instruction with strategic move-ins for teachers who require intensive remediation.

Formative Reviews

November	March	July

Strategy 4

Focus on unit unpacking, with the API conducting unpacking sessions with each teacher at the start of every unit. At the end of each unit, API to hold a data conversation using student work to reflect on mastery and gaps. This process will continue throughout the year, with an emphasis on the teacher understanding the standards, how lessons build upon one another, and how each standard is assessed to drive true mastery.

Formative Reviews

November	March	July

Performance Objective 4

7th grade students will achieve 90% Approaches, 60% Meets, and 30% Masters on the 7th grade RLA STAAR assessment

Strategy 1

Unpack the 2024-2025 STAAR assessment data at the beginning of the school year and hold data conversations with teachers. Use insights from the TEA Parent Portal to guide analysis and ensure a clear understanding of student performance and growth areas.

Formative Reviews

November	March	July

Strategy 2

Ensure that dress rehearsals begin early in the school year and are conducted weekly, with a focus on either exit tickets or key instructional points to strengthen lesson execution.

Formative Reviews

November	March	July

Strategy 3

Focus on culture guideposts daily starting the first week of school, and implement bell-to-bell instruction with strategic move-ins for teachers who require intensive remediation.

Formative Reviews

November	March	July

Strategy 4

Focus on unit unpacking, with the API conducting unpacking sessions with each teacher at the start of every unit. At the end of each unit, API to hold a data conversation using student work to reflect on mastery and gaps. This process will continue throughout the year, with an emphasis on the teacher understanding the standards, how lessons build upon one another, and how each standard is assessed to drive true mastery.

Formative Reviews

November	March	July

Performance Objective 5

8th grade students will achieve 90% Approaches, 60% Meets, and 30% Masters on the RLA STAAR assessment

Strategy 1

Unpack the 2024-2025 STAAR assessment data at the beginning of the school year and hold data conversations with teachers. Use insights from the TEA Parent Portal to guide analysis and ensure a clear understanding of student performance and growth areas.

Formative Reviews

November	March	July

Strategy 2

Ensure that dress rehearsals begin early in the school year and are conducted weekly, with a focus on either exit tickets or key instructional points to strengthen lesson execution.

Formative Reviews

November	March	July

Strategy 3

Focus on culture guideposts daily starting the first week of school, and implement bell-to-bell instruction with strategic move-ins for teachers who require intensive remediation.

Formative Reviews

November	March	July

Strategy 4

Focus on unit unpacking, with the API conducting unpacking sessions with each teacher at the start of every unit. At the end of each unit, API to hold a data conversation using student work to reflect on mastery and gaps. This process will continue throughout the year, with an emphasis on the teacher understanding the standards, how lessons build upon one another, and how each standard is assessed to drive true mastery.

Formative Reviews

November	March	July

Goal 5 CP attendance will average 96% ADA for the school year.

Performance Objective 1

11th grade attendance will average to 96% for the school year.

Performance Objective 2

12th grade attendance will average to 96% for the school year.

Performance Objective 3

8th grade attendance will average to 96% for the school year.

Strategy 1

We will conduct daily huddles twice a day focusing on chronically absentee students and period by period attendance.

Formative Reviews

November	March	July

Performance Objective 4

9th grade attendance will average to 96% for the school year.

Performance Objective 5

10th grade attendance will average to 96% for the school year.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALMA G MARQUEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
MARTHA ANNETTE OCHOA	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Monterrey Park Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:53 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Goals 18

Goal 1 : IDEA Monterrey Park Academy will increase Meets for STAAR Math and Reading 19

Goal 2 : IDEA Monterrey Park Academy will increase achievement average with high focu... 23

Goal 3 : IDEA Monterrey Park Academy will increase teacher retention through joy factor ... 27

Goal 4 : IDEA Monterrey Park Academy will reduce chronic absenteeism in Kinder throug... 31

Goal 5 : IDEA Monterrey Park Academy will reduce the number of New to IDEA Leavers a... 33

Goal 6 : IDEA Monterrey Park Academy will increase enrollment from last school year to t... 37

Title I Summary 38

Title I Personnel 39

Funding Summary 40

SCE Accelerated Instruction (PIC 24) 41

IDEA-B (4130) 41

State SPED (PIC 23) 41

State BESL (PIC 25) 41

Title I Parent Reservation (4120-PAR) 42

Comprehensive Needs Assessment

Demographics

Summary

Summary:

IDEA Mopa is a community of highly qualified teachers who partner with families and support staff to provide rigorous instruction to multi-cultural, disadvantaged, and underserved students with a variety of needs. Beginning as early as kinder through senior in high school, our mission is to instill confidence and prepare students to succeed beyond the classroom.

Strengths

Demographic Strengths:

We provide data driven instruction in order to individualize learning.
We provide small group instruction to address the different learning needs of our multi-cultural student population.
We believe in Team and Family as we close gaps in student learning.
We address the whole child concept by providing physical education and wellness programs that build resiliency and fortitude while helping student enjoy physical activity and be comfortable with themselves.
We provide a healthy nutrition program and on-campus farm that promotes healthy eating habits.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	IDEA Monterrey Park Academy has a lack of parent involvement within the school community.	There is no clear cut or consistent opportunity for parents to engage with the school outside of quarterly events and chaperoning field lessons. The campus needs to have volunteer opportunities for families to engage in helping the campus such as supporting in afterschool clubs and campus support.
2 ★	IDEA Monterrey Park Academy needs to improve on closing staffing vacancies with urgency.	Vacancies create stress on other team members as they struggle with an increased work load often leading to lack of work-life harmony and poor staff retention.

★ = Priority

Student Learning

Summary

IDEA Monterrey Academy has implemented a range of targeted interventions that are showing positive results, particularly in early literacy and foundational skills. Programs like CSI, DIBELS-based interventions, DISE, and additional support such as tutoring, small group instruction, decoding groups, and peer assistance have been effective in addressing specific student needs. Homework strategies and strong parent communication further extend learning beyond the classroom. However, there are opportunities to enhance these efforts by developing more individualized intervention plans, improving consistency in implementation, and strengthening follow-up support. Additionally, increased staff training and dedicated time for delivering interventions, especially in small group and one-on-one settings are essential to ensure all students make steady academic progress.

To support EB scholars who are not experiencing academic success, our school has implemented several targeted interventions designed to address their unique language and learning needs:

Strengths

A variety of interventions are in place to support students who are not yet meeting academic goals, but who may not qualify for other services. Data shows positive trends, particularly in early literacy and foundational skills. Programs such as CSI, DIBELS-based interventions, and DISE are helping to target specific areas of needs; while tutoring and small group instruction provide additional layers of support. Decoding groups and peer support have also proven effective in reinforcing key skills. Homework strategies and ongoing parent communication help extend learning beyond the classroom, ensuring a more comprehensive support system for student success.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Identified students in CSI and SPED did not meet the 60% approaches goal on STAAR Math and Reading Exam.	There is lack of emphasis on building comprehension through vocabulary instruction. Students are taught high-utility academic vocabulary but not in context, which leads to gaps in understanding grade-level content and failing to meet overall grade level proficiency.
2 ★	IDEA Monterrey Park Academy needs to ensure contents are taught with at-grade level rigor and aligned to stated standards.	Lack of Eureka Math curriculum alignment to expectations of state standards in Mathematics.

★ = Priority

School Processes & Programs

Summary

At IDEA Monterrey Park, our core programs and processes are designed to support student achievement and staff development through intentional structures in curriculum, instruction, and professional learning. We offer a range of afterschool programs and student clubs that enrich the academic experience and support whole-child development. Our scheduling model is also a strength, providing teachers with protected time for collaboration and lesson planning, which supports instructional coherence and professional growth. However, we have identified key areas for improvement. The lesson planning system has undergone multiple changes, leading to confusion among staff and inconsistent implementation across grade levels. Additionally, the Teacher Tier support system—which is meant to differentiate coaching and resources based on staff needs—has lacked clarity in both its structure and application. Staff have expressed uncertainty about how placement decisions are made within the Tier 1–3 framework and what specific support each tier entails. As we move forward, our focus will be on streamlining instructional systems and improving communication around support structures to ensure all educators are empowered and aligned in our shared mission.

Strengths

We support with afterschool programs and clubs

We allow time back for teachers to collaborate or get ahead in lesson planning

We have targeted interventions for different student populations

We adhere to district curriculum which provides new teachers with resources and support.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	IDEA Monterrey Park Academy needs to improve the Teacher Tier systems within the coaching cycle.	The current Teacher Tier system lacked clarity on coaching cycle shifts and and how teachers are identified for targeted support. This has resulted in uneven instructional practices and reduced staff confidence in the systems meant to help them grow.
2 ★	62% of staff state overall satisfaction in the Annual Employee Experience Survey.	Staff feel there is lack of work-life balance and that they have the resources needed to be effective at their role.

★ = Priority

Perceptions

Summary

The school demonstrates a strong foundation with dedicated teachers who are willing to support family engagement and established communication platforms. However, challenges remain in effectively involving parents, as many feel unequipped or disconnected from their child's education. Communication tools exist but need to be assessed for impact and accessibility.

Overall, while the school has committed personnel and resources in place, there are key opportunities to improve family engagement, enhance staff culture, and strengthen behavioral interventions.

Strengths

Teacher Willingness to Engage with Families
Teachers are open and committed to meeting with families to support student engagement and success, indicating a strong foundation for building parent-school partnerships.

Awareness of Climate and Culture Issues
Staff and leadership recognize morale and culture challenges, demonstrating self-awareness and a desire to improve workplace dynamics and relationships.

Efforts Toward Communication
Multiple platforms for communication exist (e.g., website, mobile app, newsletters), showing the infrastructure is in place to reach families and stakeholders effectively.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	IDEA Monterrey Park Academy needs to strengthen communication effectiveness with families	While communication channels exist, the campus needs to refine communication strategies to ensure they are user-friendly, inclusive, and effective.
2 ★	IDEA Monterrey Park Academy needs to focus on retaining New to IDEA students as 80.93% persisted within the 24-25 school year.	There was a lack of transparency in the enrollment process regarding campus logistics and expectations that did not land well with families when they were help accountable.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	IDEA Monterrey Park Academy has a lack of parent involvement within the school community.	There is no clear cut or consistent opportunity for parents to engage with the school outside of quarterly events and chaperoning field lessons. The campus needs to have volunteer opportunities for families to engage in helping the campus such as supporting in afterschool clubs and campus support.
2 ★	IDEA Monterrey Park Academy needs to improve on closing staffing vacancies with urgency.	Vacancies create stress on other team members as they struggle with an increased work load often leading to lack of work-life harmony and poor staff retention.
3 ★	IDEA Monterrey Park Academy needs to ensure contents are taught with at-grade level rigor and aligned to stated standards.	Lack of Eureka Math curriculum alignment to expectations of state standards in Mathematics.
4 ★	Identified students in CSI and SPED did not meet the 60% approaches goal on STAAR Math and Reading Exam.	There is lack of emphasis on building comprehension through vocabulary instruction. Students are taught high-utility academic vocabulary but not in context, which leads to gaps in understanding grade-level content and failing to meet overall grade level proficiency.
5 ★	IDEA Monterrey Park Academy needs to improve the Teacher Tier systems within the coaching cycle.	The current Teacher Tier system lacked clarity on coaching cycle shifts and and how teachers are identified for targeted support. This has resulted in uneven instructional practices and reduced staff confidence in the systems meant to help them grow.
6 ★	62% of staff state overall satisfaction in the Annual Employee Experience Survey.	Staff feel there is lack of work-life balance and that they have the resources needed to be effective at their role.

7 ★	IDEA Monterrey Park Academy needs to strengthen communication effectiveness with families	While communication channels exist, the campus needs to refine communication strategies to ensure they are user-friendly, inclusive, and effective.
8 ★	IDEA Monterrey Park Academy needs to focus on retaining New to IDEA students as 80.93% persisted within the 24-25 school year.	There was a lack of transparency in the enrollment process regarding campus logistics and expectations that did not land well with families when they were help accountable.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Goals

Goal 1 IDEA Monterrey Park Academy will increase Meets for STAAR Math and Reading

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

3rd -5th grade scholars will increase their Mathematics Meets Grade Level performance from 20% to 40%

Evaluation Data Source: Exit Tickets, Unit Exams, Semester Exams, MOCK Exams

Strategy 1

Ensure students receive high quality intervention and feedback to close gaps in learning during class and after
school tutoring.

Strategy's Expected Result/Impact: 60% Meet in Math and Reading for 3rd-5th Grade STAAR

Staff Responsible for Monitoring: Teachers/ APIs/ Principals

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Identified students in CSI and SPED did not meet the 60% approaches goal on STAAR Math and Reading Exam.	There is lack of emphasis on building comprehension through vocabulary instruction. Students are taught high-utility academic vocabulary but not in context, which leads to gaps in understanding grade-level content and failing to meet overall grade level proficiency.
2	IDEA Monterrey Park Academy needs to ensure contents are taught with at-grade level rigor and aligned to stated standards.	Lack of Eureka Math curriculum alignment to expectations of state standards in Mathematics.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	IDEA Monterrey Park Academy needs to improve the Teacher Tier systems within the coaching cycle.	The current Teacher Tier system lacked clarity on coaching cycle shifts and and how teachers are identified for targeted support. This has resulted in uneven instructional practices and reduced staff confidence in the systems meant to help them grow.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

3rd -5th grade scholars will increase their Reading Meets Grade Level performance from 42% to 55%

Evaluation Data Source: Exit Tickets, Unit Exams, Semester Exams, MOCK Exams

Strategy 1

Track each students performance in domains 1-3 by using the Locus dashboard and respond to data
appropriately (TEC 11.253(d)(3))

Strategy's Expected Result/Impact: 100% of students are individually tracked and receive necessary support as a
result of tracking their data.

Staff Responsible for Monitoring: Teachers/ APIs/ Principals

Problem Statements: Student Learning 1, 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November | March | July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Identified students in CSI and SPED did not meet the 60% approaches goal on STAAR Math and Reading Exam.	There is lack of emphasis on building comprehension through vocabulary instruction. Students are taught high-utility academic vocabulary but not in context, which leads to gaps in understanding grade-level content and failing to meet overall grade level proficiency.
2	IDEA Monterrey Park Academy needs to ensure contents are taught with at-grade level rigor and aligned to stated standards.	Lack of Eureka Math curriculum alignment to expectations of state standards in Mathematics.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

3rd-5th grade scholars will meet 75% growth by Meeting or Exceeding their growth goal on the Mathematics and Reading STAAR

Evaluation Data Source: STAAR, MOCK Exams, Semester Exams, Unit Exams

Strategy 1

Ensure scholars receive rigorous and targeted TEKS intervention through tutoring based supports.

Strategy's Expected Result/Impact: 75% of 4th-5th students meet or exceed expected growth

Staff Responsible for Monitoring: Teachers/ APIs/ Principals

Problem Statements: Student Learning 1, 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Identified students in CSI and SPED did not meet the 60% approaches goal on STAAR Math and Reading Exam.	There is lack of emphasis on building comprehension through vocabulary instruction. Students are taught high-utility academic vocabulary but not in context, which leads to gaps in understanding grade-level content and failing to meet overall grade level proficiency.
2	IDEA Monterrey Park Academy needs to ensure contents are taught with at-grade level rigor and aligned to stated standards.	Lack of Eureka Math curriculum alignment to expectations of state standards in Mathematics.

Goal 2

IDEA Monterrey Park Academy will increase achievement average with high focus groups such as SPED, EB, Eco Dis., and Highly Mobile.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

100% of identified students meet all meeting requirements per House Bill 1416

Strategy 1

Ensure students receive high quality intervention and feedback to close gaps in learning during class and after school tutoring.

Strategy's Expected Result/Impact: 100% of students complete state required minutes

Staff Responsible for Monitoring: Principal, API

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Identified students in CSI and SPED did not meet the 60% approaches goal on STAAR Math and Reading Exam.	There is lack of emphasis on building comprehension through vocabulary instruction. Students are taught high-utility academic vocabulary but not in context, which leads to gaps in understanding grade-level content and failing to meet overall grade level proficiency.
2	IDEA Monterrey Park Academy needs to ensure contents are taught with at-grade level rigor and aligned to stated standards.	Lack of Eureka Math curriculum alignment to expectations of state standards in Mathematics.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

40% of 3rd - 5th SPED students will hit Meets Grade Level on STAAR Math

Strategy 1

100% of teachers will meet campus expectations for tracking accommodations within daily lessons.

Strategy's Expected Result/Impact: Students Meet 60% of more of their IEP goals by EOY

Staff Responsible for Monitoring: Teachers/ APIs/ Principals

Problem Statements: Student Learning 1, 2

Funding Sources: State SPED (PIC 23), $4,714.66

Title I: 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Identified students in CSI and SPED did not meet the 60% approaches goal on STAAR Math and Reading Exam.	There is lack of emphasis on building comprehension through vocabulary instruction. Students are taught high-utility academic vocabulary but not in context, which leads to gaps in understanding grade-level content and failing to meet overall grade level proficiency.
2	IDEA Monterrey Park Academy needs to ensure contents are taught with at-grade level rigor and aligned to stated standards.	Lack of Eureka Math curriculum alignment to expectations of state standards in Mathematics.

Performance Objective 3 ☑ HB3 Goal

42% of identified EB students will increase 1 composite level or maintain Advanced High on TELPAS

Evaluation Data Source: Locus dashboard, TELPAS, MOCK Exams

Strategy 1

Ensure ELL students who are Beginner or Intermediate are receiving high quality intervention to close gaps in learning.

Strategy's Expected Result/Impact: 42% meet TELPAS goal

Staff Responsible for Monitoring: Teachers/ APIs/ Principals

Problem Statements: Student Learning 1, 2

Funding Sources: State BESL (PIC 25), $5,414.44

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Identified students in CSI and SPED did not meet the 60% approaches goal on STAAR Math and Reading Exam.	There is lack of emphasis on building comprehension through vocabulary instruction. Students are taught high-utility academic vocabulary but not in context, which leads to gaps in understanding grade-level content and failing to meet overall grade level proficiency.
2	IDEA Monterrey Park Academy needs to ensure contents are taught with at-grade level rigor and aligned to stated standards.	Lack of Eureka Math curriculum alignment to expectations of state standards in Mathematics.

Performance Objective 4

High focus will meet 80% growth by Meeting or Exceeding their growth goal on the Mathematics and Reading STAAR

Goal 3 IDEA Monterrey Park Academy will increase teacher retention through joy factor and effective coaching cycle

Performance Objective 1 ☑ High Priority

100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual
performance reviews during the 2024-25 school year.

Evaluation Data Source: Locus Dashboard, School Status

Strategy 1

100% of Lead Teachers will be rated Proficient or higher within lesson planning as outlines on the Guidepost for Excellent Teaching.

Strategy's Expected Result/Impact: 100% of staff receive feedback at each point of the SDC cycle

Staff Responsible for Monitoring: Performance managers on campus

Problem Statements: Demographics 2 - School Processes & Programs 1, 2

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	IDEA Monterrey Park Academy needs to improve on closing staffing vacancies with urgency.	Vacancies create stress on other team members as they struggle with an increased work load often leading to lack of work-life harmony and poor staff retention.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	IDEA Monterrey Park Academy needs to improve the Teacher Tier systems within the coaching cycle.	The current Teacher Tier system lacked clarity on coaching cycle shifts and and how teachers are identified for targeted support. This has resulted in uneven instructional practices and reduced staff confidence in the systems meant to help them grow.
2	62% of staff state overall satisfaction in the Annual Employee Experience Survey.	Staff feel there is lack of work-life balance and that they have the resources needed to be effective at their role.

Performance Objective 2

IDEA Monterrey Park Academy is 90% staffed for all teacher positions throughout the 2025-26 school year.

Strategy 1

Recruit and hire high quality candidates per role by using high quality resume criteria

Strategy's Expected Result/Impact: We will increase staff retention through out the year and keep

Staff Responsible for Monitoring: Principal, APO, API, School Counselor

Problem Statements: Demographics 2

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November | March | July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	IDEA Monterrey Park Academy needs to improve on closing staffing vacancies with urgency.	Vacancies create stress on other team members as they struggle with an increased work load often leading to lack of work-life harmony and poor staff retention.

Performance Objective 3

The Annual Employee Experience Survey sees a 10% increase from 62% to 72% overall staff satisfaction

Evaluation Data Source: AEES Survey Data.

Strategy 1

Increase statement "This is a fun place to work" by 12% in the AEES.

Strategy's Expected Result/Impact: Increase statement "This is a fun place to work" by 12% in the AEES.

Staff Responsible for Monitoring: Principal, APO, API, School Counselor

Problem Statements: Demographics 2 - School Processes & Programs 1, 2

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

Some Progress

November | March | July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	IDEA Monterrey Park Academy needs to improve on closing staffing vacancies with urgency.	Vacancies create stress on other team members as they struggle with an increased work load often leading to lack of work-life harmony and poor staff retention.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	IDEA Monterrey Park Academy needs to improve the Teacher Tier systems within the coaching cycle.	The current Teacher Tier system lacked clarity on coaching cycle shifts and and how teachers are identified for targeted support. This has resulted in uneven instructional practices and reduced staff confidence in the systems meant to help them grow.
2	62% of staff state overall satisfaction in the Annual Employee Experience Survey.	Staff feel there is lack of work-life balance and that they have the resources needed to be effective at their role.

Goal 4 IDEA Monterrey Park Academy will reduce chronic absenteeism in Kinder through 2nd grade

Performance Objective 1

IDEA Monterrey Park Academy will increase overall attendance average by 0.6%.

Evaluation Data Source: Homeroom attendance, OATP.

Strategy 1

Leaders will track and monitor high chronic absenteeism in K-5th and follow updated ADA Matrix to hold
families accountable.

Strategy's Expected Result/Impact: Reduction of chronically absent students by .8%

Staff Responsible for Monitoring: Principal, API, APO, SC

Problem Statements: Perceptions 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	IDEA Monterrey Park Academy needs to focus on retaining New to IDEA students as 80.93% persisted within the 24-25 school year.	There was a lack of transparency in the enrollment process regarding campus logistics and expectations that did not land well with families when they were help accountable.

Performance Objective 2

100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 90%. (TEC 11.253(d)(10))

Strategy 1

100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 90%. (TEC 11.253(d)(10))

Strategy's Expected Result/Impact: 90% of students in 2nd-5th become Fitness Ambassadors

Staff Responsible for Monitoring: Principal, API

Problem Statements: Perceptions 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	IDEA Monterrey Park Academy needs to focus on retaining New to IDEA students as 80.93% persisted within the 24-25 school year.	There was a lack of transparency in the enrollment process regarding campus logistics and expectations that did not land well with families when they were help accountable.

Performance Objective 3

By May 2026, reduce chronic absenteeism by 3% compared to 2024-25 by ensuring 100% of student absences receive same-day outreach logged in AIS and by implementing at least one grade-level attendance incentive per month.

Goal 5 IDEA Monterrey Park Academy will reduce the number of New to IDEA Leavers and Overall Leavers

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

100% of schools 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))

Strategy 1

Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

Strategy's Expected Result/Impact: Families receive communication (Remind and Facebook) of an event a
minimum of 2 weeks before the event date.

Staff Responsible for Monitoring: Principal, API, APO, SC

Problem Statements: Demographics 1 - Perceptions 1, 2

Funding Sources: Title I Parent Reservation (4120-PAR), $2,953.9

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	IDEA Monterrey Park Academy has a lack of parent involvement within the school community.	There is no clear cut or consistent opportunity for parents to engage with the school outside of quarterly events and chaperoning field lessons. The campus needs to have volunteer opportunities for families to engage in helping the campus such as supporting in afterschool clubs and campus support.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	IDEA Monterrey Park Academy needs to strengthen communication effectiveness with families	While communication channels exist, the campus needs to refine communication strategies to ensure they are user-friendly, inclusive, and effective.
2	IDEA Monterrey Park Academy needs to focus on retaining New to IDEA students as 80.93% persisted within the 24-25 school year.	There was a lack of transparency in the enrollment process regarding campus logistics and expectations that did not land well with families when they were help accountable.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district
calendar. (TEC 11.253(d)(8))

Strategy 1

School counselor will track and monitor the application and delivery of the Anti-Bullying and Safer,
Smarter School curriculum on campus.

Strategy's Expected Result/Impact: 100% of students receive access the Anti-Bullying and Safer, Smarter
School curriculum lessons and materials.

Staff Responsible for Monitoring: Principal, SC

Problem Statements: Perceptions 2

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Accomplished

November	March	July

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	IDEA Monterrey Park Academy needs to focus on retaining New to IDEA students as 80.93% persisted within the 24-25 school year.	There was a lack of transparency in the enrollment process regarding campus logistics and expectations that did not land well with families when they were help accountable.

Performance Objective 3

Campus receive a score of proficient or higher on the campus safety scorecard for the 2024- 25 school year (TEC 11.253(d)(8))

Strategy 1

Quarterly audits yield safety findings that are proficient or 90% of metrics met.

Strategy's Expected Result/Impact: Final audit will place our campus at proficient or higher.

Staff Responsible for Monitoring: APO, FM

Problem Statements: Perceptions 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Accomplished

November	March	July

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	IDEA Monterrey Park Academy needs to focus on retaining New to IDEA students as 80.93% persisted within the 24-25 school year.	There was a lack of transparency in the enrollment process regarding campus logistics and expectations that did not land well with families when they were help accountable.

Performance Objective 4

By May 2025, at least 90% of families will attend one or more family engagement events beyond Title I compliance requirements (e.g., Family Engagement Day, Fall Fest, Spring Fling, EOY Awards), with attendance tracked and reviewed quarterly to strengthen family-school connections and persistence.

Performance Objective 5 ☑ High Priority

By the 11th day of school in August 2026, IDEA Monterrey Park will increase overall persistence by 2.1% (from 85.9% to 88%) and NTI persistence by 3.71% (from 76.29% to 80%).

Evaluation Data Source: NTI & Overall Persistence Data

Goal 6 IDEA Monterrey Park Academy will increase enrollment from last school year to this school year

Performance Objective 1 ☑ High Priority

IDEA Monterrey Park Academy increases enrollment in kinder by 25 students from 65 kinder students in 25-26 to 90 kinder students in 26-27.

Evaluation Data Source: Enrollment Data

Performance Objective 2

IDEA Monterrey Park Academy will continuously enroll at least 10 students each month.

Evaluation Data Source: Enrollment Data

Title I Summary

Title I Personnel

Name	Position	Program	FTE
IRENE LOZANO	COTEACHER	School-wide Program	1
JULYSSA GUAJARDO	TEACHER - INTERVENTIONIST	School-wide Program	1
LESLIE Ann GARCIA	SR. COTEACHER	School-wide Program	1
OLIVA DEL CARMEN HERNANDEZ	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$43,178.44
				+/- Difference	**$43,178.44**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,052.60
				+/- Difference	**$3,052.60**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1		--	$4,714.66
				Sub-Total	$4,714.66
				Budgeted Fund Source Amount	$4,714.66
				+/- Difference	$0.00

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1		--	$5,414.44
				Sub-Total	$5,414.44
				Budgeted Fund Source Amount	$5,414.44
				+/- Difference	$0.00

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1		--	$2,953.90
				Sub-Total	$2,953.90
				Budgeted Fund Source Amount	$2,953.90
				+/- Difference	$0.00

IDEA Public Schools

Monterrey Park College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:54 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Goals 18

Goal 1 : MoPa CP increases Tier 1 & Tier 2 Matriculation 19

Goal 2 : Increase the overall Master's in ELA 22

Goal 3 : Increase student persistence 25

Goal 4 : Increase student daily attendance 30

Goal 5 : Increase staff retention 33

Title I Summary 36

Title I Personnel 37

Funding Summary 38

SCE Accelerated Instruction (PIC 24) 39

IDEA-B (4130) 39

State SPED (PIC 23) 39

State BESL (PIC 25) 39

Title I Parent Reservation (4120-PAR) 40

Comprehensive Needs Assessment

Demographics

Summary

We are a title 1 school that offers quality educational programs and extra curricular activities for students in grades 6-12. IDEA MoPa CP is a part of one of the fastest growing charter school networks in the San Antonio region. Currently, IDEA MoPa CP has a large student enrollment in the IDEA Public School District with a membership of approximately 800 students. We are one of the only A rated schools in our area and our district. We serve a community of low income, multi-ethnic students and ensure they have the skills needed to go to and through college. For example, last year our senior class was awarded approximately $14 million dollars in scholarships and financial aid amongst the group of 60 students.

Strengths

88% teacher retention

ELL accommodations are met with 100% fidelity

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Lack of Electives	Lack of high scale sports/ other activities
2 ★	We want to increase our ADA	Transportation issues / lack of school councilor

★ = Priority

Student Learning

Summary

IDEA MoPa CP provides a wide range of academic selections with over 17 AP courses offered. We strive to see successes for our students and provide them with intervention/CSI opportunities for struggling students and a multi-exposure method for the contents with the most gaps from previous years data (typically ELA and math). We ensure we hit 100% matriculation yearly. Our Special Populations Department is one of the most efficient and high performing in the region. We frequently receive praise and requests for our SPED teachers to mentor or assist other campuses.

Strengths

Multi-exposure for low performing contents

AP for ALL

Resources provided to teachers whenever needed

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students are not taking initiative to keep up with work	Lack of accountability from Teachers/ too much work given at once/ rigor needs to be built up over time
2 ★	Students with gaps do not get all of the supports we could offer	Tutoring did not start until later in the year/ Teachers are not following at-risk procedure with fidelity

★ = Priority

School Processes & Programs

Summary

We offer multiple opportunities for scholars to receive multi-tiered supports in core contents through intervention as well as connecting curriculum from other subjects to those which have the most struggles. We offer our teachers PD once a week where we cover instructional tips/ideas they can implement to better succeed. We also provide additional opportunities outside the classroom to advance themselves if requested (teacher shadowing, visiting another campus, webinars, conferences, etc.). We communicate via TEAMS, Remind, Social Media and phone with our scholar's family members. Our students follow 4x4 scheduling for their classes once they reach 9th grade to allow them to stand out to colleges during application season. Our students will be TSI exempt before graduation by utilizing our college readiness plans.

Strengths

- Effective operating mechanisms

- Effective scaffolding of curriculum throughout their academic years

- Multiple opportunities for communication/advancement

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Students want more choice in pathway of degree plan.	Our Master schedule offers specific course options by grade (ex: in 9th you are taking Biology- students cannot choose to take Anatomy instead of Biology, etc.)
2 ★	We are lacking in our communication procedures	The front office phone often does not receive calls; Parents don't know who to reach out to for needs; Teachers and Lead Team are not following up per protocol

★ = Priority

Perceptions

Summary

We are consistently high performing based off of the teacher/parent/student surveys that we have distributed the past few years. Our parents continue to send their students to IDEA MoPa CP, not only based off our high records of results, but also because of the community of team and family we have worked to build. We are very stern when it comes to discipline because we must fight against pre-engrained notions and ideals that some scholars have from previous campuses. Our staff retention is decent, but most of our leavers are due to lack of positive mindset or lack of skills to be able to keep up with our high paced and high expectation culture.

Strengths

- Top school in SA for IDEA (record of results, mock exams, Semester exams)

- Majority of graduating seniors (as well as most grade levels) have attended through most of their educational experience

- We strive to be the best and it is well known that we push hard to get high rewards

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	We do not hold family engagement events as often as needed	Lack of school councilor
2 ★	The rigor for students is very high	We hold students to the code of conduct and give consequences accordingly.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	We want to increase our ADA	Transportation issues / lack of school councilor
2 ★	Students are not taking initiative to keep up with work	Lack of accountability from Teachers/ too much work given at once/ rigor needs to be built up over time
3 ★	Students with gaps do not get all of the supports we could offer	Tutoring did not start until later in the year/ Teachers are not following at-risk procedure with fidelity
4 ★	Students want more choice in pathway of degree plan.	Our Master schedule offers specific course options by grade (ex: in 9th you are taking Biology- students cannot choose to take Anatomy instead of Biology, etc.)
5 ★	We are lacking in our communication procedures	The front office phone often does not receive calls; Parents don't know who to reach out to for needs; Teachers and Lead Team are not following up per protocol
6 ★	We do not hold family engagement events as often as needed	Lack of school councilor

7 ★	The rigor for students is very high	We hold students to the code of conduct and give consequences accordingly.
8 ★	Lack of Electives	Lack of high scale sports/ other activities

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **HB3 CCMR goals**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Goals

Goal 1 MoPa CP increases Tier 1 & Tier 2 Matriculation

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

College Prep Average ACT score of 21 or better by high school graduation (HB3)

Evaluation Data Source: ACT prep courses, pulse checks, practice exams

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Provide content support/ACT prep in core classes

Strategy's Expected Result/Impact: Higher scores in those content areas

Staff Responsible for Monitoring: College Councilor- Diana Salinas

Problem Statements: Student Learning 1

Title I:

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not taking initiative to keep up with work	Lack of accountability from Teachers/ too much work given at once/ rigor needs to be built up over time

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

100% of graduates meet TSIA college readiness benchmark (HB3)

Evaluation Data Source: TSI prep, master prep course work, practice exams, multiple opportunities to complete

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

TSI Practice Exams

Strategy's Expected Result/Impact: Increase in general TSI scores

Staff Responsible for Monitoring: College Counselor- Jacob Ramirez

Problem Statements: Student Learning 2

Title I:

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students with gaps do not get all of the supports we could offer	Tutoring did not start until later in the year/ Teachers are not following at-risk procedure with fidelity

Performance Objective 3

By August 2026, at least 75% of the Class of 2026 will matriculate into a Tier 1 or Tier 2 college or university, as tracked through National Student Clearinghouse data, with quarterly progress monitoring on FAFSA completion, acceptance letters, and summer melt interventions to ensure students enroll and persist beyond Day 1 of college.

Strategy 1

Tier 1/2 student facing presentation and 4 Tier 1 college app submissions

Strategy's Expected Result/Impact: Increased applications for Tier 1/2 schools

Staff Responsible for Monitoring: College Counselor, Director of College Counseling

Problem Statements: Demographics 1

Formative Reviews

November	March	July
Some Progress		

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Lack of Electives	Lack of high scale sports/ other activities

Goal 2 Increase the overall Master's in ELA

Performance Objective 1 ☑ High Priority

IA & CP: 80% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Source: Mock TELPAS

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Utilize different resources and provide accommodations as needed

Strategy's Expected Result/Impact: Overarching goal- 100% of ELL students show growth

Staff Responsible for Monitoring: ELL Coordinator (API)

Problem Statements: Perceptions 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	The rigor for students is very high	We hold students to the code of conduct and give consequences accordingly.

Performance Objective 2 ☑ High Priority

IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Source: Locus Power BI Resources

Strategy 1 ☑ Targeted Support Strategy ☑ Results Driven Accountability

Before/Afterschool tutoring, students may receive pullout during HS/AR; Minutes will be tracked via PowerSchool

Strategy's Expected Result/Impact: 100% completed HB4545minutes

Staff Responsible for Monitoring: API who will be assigned as Point Person

Problem Statements: Student Learning 1

Funding Sources: Supplemental Resources SCE Accelerated Instruction (PIC 24), $29,700.95

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not taking initiative to keep up with work	Lack of accountability from Teachers/ too much work given at once/ rigor needs to be built up over time

Performance Objective 3

By May 2026, increase the percentage of students achieving Masters on the STAAR ELA assessment by 10 percentage points compared to 2024-25.

Strategy 1

weekly writing practice, targeted small-group instruction for students within 10 points of Masters, and monthly data reviews to monitor growth.

Strategy's Expected Result/Impact: Improved scores in ELA

Staff Responsible for Monitoring: Assistant Principals of Instruction

Problem Statements: Student Learning 1, 2

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not taking initiative to keep up with work	Lack of accountability from Teachers/ too much work given at once/ rigor needs to be built up over time
2	Students with gaps do not get all of the supports we could offer	Tutoring did not start until later in the year/ Teachers are not following at-risk procedure with fidelity

Goal 3 Increase student persistence

Performance Objective 1

IA & CP: Campus receive a score of proficient or higher on the campus safety scorecard for the 2024- 25 school year (TEC 11.253(d)(8))

Evaluation Data Source: Safety Scorecard

Strategy 1

Campus crisis team will meet monthly to ensure methods are effective for security measure

Strategy's Expected Result/Impact: Increased campus security

Staff Responsible for Monitoring: APO

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Lack of Electives	Lack of high scale sports/ other activities
2	We want to increase our ADA	Transportation issues / lack of school councilor

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause

1	Students are not taking initiative to keep up with work	Lack of accountability from Teachers/ too much work given at once/ rigor needs to be built up over time
2	Students with gaps do not get all of the supports we could offer	Tutoring did not start until later in the year/ Teachers are not following at-risk procedure with fidelity

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Students want more choice in pathway of degree plan.	Our Master schedule offers specific course options by grade (ex: in 9th you are taking Biology- students cannot choose to take Anatomy instead of Biology, etc.)
2	We are lacking in our communication procedures	The front office phone often does not receive calls; Parents don't know who to reach out to for needs; Teachers and Lead Team are not following up per protocol

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	We do not hold family engagement events as often as needed	Lack of school councilor
2	The rigor for students is very high	We hold students to the code of conduct and give consequences accordingly.

Performance Objective 2 ☑ High Priority

IA & CP: 100% of schools 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))

Evaluation Data Source: Event attendance/Event Calendar

Strategy 1

Timely communication to families regarding school events to promote engagement and attendance

Strategy's Expected Result/Impact: Increased persistence/ADA

Staff Responsible for Monitoring: APO/School Councilor

Problem Statements: Perceptions 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Accomplished

November	March	July

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	We do not hold family engagement events as often as needed	Lack of school councilor

Performance Objective 3

IA & CP: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Source: Roster of trainings

Strategy 1

Present to MS and HS separately during an assembly and/or during elective courses (if curriculum is ongoing)

Strategy's Expected Result/Impact: Less bullying/ Safer schools

Staff Responsible for Monitoring: School councilors/APO

Problem Statements: School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Accomplished

November	March	July

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	We are lacking in our communication procedures	The front office phone often does not receive calls; Parents don't know who to reach out to for needs; Teachers and Lead Team are not following up per protocol

Performance Objective 4

By August 2026, increase overall student persistence at least 5% by

Strategy 1

Implement quarterly family engagement check-ins, tracking withdrawal intent in real time, and resolving 100% of identified at-risk cases within 5 school days.

Strategy's Expected Result/Impact: Improved persistence

Staff Responsible for Monitoring: School Counselor, Grade Team Leaders, and Teachers

Problem Statements: Perceptions 1, 2

Formative Reviews

Considerable Progress

November	March	July

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	We do not hold family engagement events as often as needed	Lack of school councilor
2	The rigor for students is very high	We hold students to the code of conduct and give consequences accordingly.

Goal 4 Increase student daily attendance

Performance Objective 1 ☑ High Priority

IDEA MOPA CP will achieve a 94.4% annual attendance rate for the 25-26 school year

Evaluation Data Source: Locus Dashboard

Strategy 1

ADA incentives

Strategy's Expected Result/Impact: increased ADA

Staff Responsible for Monitoring: APO/School Councilor

Problem Statements: Demographics 2

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	We want to increase our ADA	Transportation issues / lack of school councilor

Performance Objective 2

CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of 30minutes daily on average. (TEC 11.253(d)(10))

Evaluation Data Source: PE data tracking

Strategy 1

Ensure students have access to physical fitness opportunities (i.e. sports, PE, outdoor time, etc.)

Strategy's Expected Result/Impact: Increased student focus, health and happiness

Staff Responsible for Monitoring: Athletic Director

Problem Statements: Student Learning 1

Title I:

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not taking initiative to keep up with work	Lack of accountability from Teachers/ too much work given at once/ rigor needs to be built up over time

Performance Objective 3

By May 2026, reduce chronic absenteeism by 5% compared to 2024-25 by

Strategy 1

Ensure 100% of absences receive same-day outreach documented in AIS and implementing at least one grade-level attendance incentive per month.

Strategy's Expected Result/Impact: Improved ADA through follow up

Staff Responsible for Monitoring: Teachers, Operations Staff, Assistant Principal of Operations

Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 2

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	We want to increase our ADA	Transportation issues / lack of school councilor

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students with gaps do not get all of the supports we could offer	Tutoring did not start until later in the year/ Teachers are not following at-risk procedure with fidelity

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	We are lacking in our communication procedures	The front office phone often does not receive calls; Parents don't know who to reach out to for needs; Teachers and Lead Team are not following up per protocol

Goal 5 Increase staff retention

Performance Objective 1

CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-26 school year.
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Evaluation Data Source: Cornerstone

Strategy 1

Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy's Expected Result/Impact: Increased teacher performance/tracking

Staff Responsible for Monitoring: APIs/Principal

Problem Statements: Demographics 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	We want to increase our ADA	Transportation issues / lack of school councilor

Performance Objective 2 ☑ High Priority

By the first day of school in August 2025, IDEA MoPa CP will be 100% staffed for all teacher positions.

From August 2025-May 2026, the campus will sustain 100% staffing by filling any vacancy within 10 instructional days.

Evaluation Data Source: Teacher Roster

Strategy 1

recruit and hire high quality candidates per role by using high quality resume criteria

Strategy's Expected Result/Impact: Less turnover

Staff Responsible for Monitoring: API/Principal/APO

Problem Statements: Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not taking initiative to keep up with work	Lack of accountability from Teachers/ too much work given at once/ rigor needs to be built up over time

Performance Objective 3

By August 2026, IDEA MoPa will retain at least 90% of teachers

Strategy 1

Implement bi-weekly check-ins, coaching and developing teachers, celebrating staff achievements monthly, and address 100% of concerns within 5 school days.

Strategy's Expected Result/Impact: Improved teacher performance and effectiveness. Improved teacher confidence

Staff Responsible for Monitoring: Assistant Principal of Instruction

Problem Statements: Student Learning 1, 2 - Perceptions 2

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students are not taking initiative to keep up with work	Lack of accountability from Teachers/ too much work given at once/ rigor needs to be built up over time
2	Students with gaps do not get all of the supports we could offer	Tutoring did not start until later in the year/ Teachers are not following at-risk procedure with fidelity

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	The rigor for students is very high	We hold students to the code of conduct and give consequences accordingly.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
AMANDA BROCK	TEACHER - INTERVENTIONIST	School-wide Program	1
ANA MARIA UMANA	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Supplemental Resources	--	$29,700.95
				Sub-Total	$29,700.95
				Budgeted Fund Source Amount	$49,188.62
				+/- Difference	**$19,487.67**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,273.63
				+/- Difference	**$4,273.63**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,600.53
				+/- Difference	**$6,600.53**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,442.79
				+/- Difference	**$5,442.79**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,365.06
				+/- Difference	**$3,365.06**

IDEA Public Schools



Montopolis Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:13 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Data Documentation for CNA 13

Improvement Planning Data 14

Accountability Data 14

Student Data: Assessments 14

Student Data: Student Groups 14

Student Data: Behavior and Other Indicators 15

Employee Data 15

Parent/Community Data 16

Support Systems and Other Data 16

Goals 17

Goal 1 : (Accountability) Montopolis Academy will increase its STAAR Meets performanc... 18

Goal 2 : (K-2 Literacy) Raise K-2 DIBELS EOY proficiency. 22

Goal 3 : (Chronically Absent Students) Montopolis Academy will decrease it's chronically ... 25

Goal 4 : (Emergent Bilinguals) Montopolis Academy will increase it's EB STAAR Approach... 29

Goal 5 : (Critical Student Intervention) Students in CSI Reading will end the year on grad... 32

Title I Summary 36

Title I Personnel 37

Comprehensive Needs Assessment

Demographics

Summary

Montopolis Academy serves a total of 670 scholars in Kindergarten through 5th grade. Grade-level enrollment includes 100 scholars in Kindergarten, 101 in both 1st and 2nd grades, 121 in 3rd and 4th grades, and 126 in 5th grade. The student-to-teacher ratio across the school is 33:1. In Kindergarten and 1st grade, each classroom is supported by both a lead teacher and a co-teacher to better meet the needs of younger learners. Of the teaching staff, 11 teachers are certified, and the teacher retention rate currently stands at 78%. Student persistence is strong, with 90% of scholars remaining enrolled throughout the year.

Montopolis Academy supports a diverse student population, with 626 scholars (93%) identified as at-risk and 553 (83%) classified as Emergent Bilinguals. The school serves 139 immigrant students and 463 scholars through Title I funding. Academic and intervention services are widely utilized, with 124 scholars receiving targeted intervention support, 30 with Individualized Education Programs (IEPs), 30 in the Response to Intervention (RTI) process, 17 scholars receiving dyslexia services, and 10 students served through Section 504 plans.

Behavioral data from the year shows a total of 214 student code of conduct violations, including 11 instances of bullying, 1 related to THC, 7 vaping incidents, and 51 fights.

Demographically, the school population reflects significant ethnic diversity. In Kindergarten, there are 52 boys and 48 girls—47 Latino boys, 43 Latina girls, 2 Black students, and 5 White students. First grade consists of 43 males and 52 females, including 5 Black students, 83 Latino students, 2 Asian students, and 5 White students. Second grade includes 48 boys and 53 girls, with 45 Latino boys, 45 Latina girls, 5 White students, and 6 Black students. Third grade has 61 boys and 60 girls, with 110 Latino students and 5 White students. Fourth grade consists of 66 boys and 55 girls, including 104 Latino students, 9 Black students, 7 White students, and 1 Asian student. Fifth grade mirrors this with 66 boys and 55 girls, again with 104 Latino students, 9 Black students, 7 White students, and 1 Asian student.

Montopolis Academy remains committed to providing inclusive, equitable, and high-quality education to all of its scholars, with a strong focus on academic growth, cultural responsiveness, and student well-being.

Strengths

One of Montopolis Academy's key strengths is our ability to maintain a 90% student persistence rate, a testament to the strong relationships we build with families and the supportive environment we create for our scholars. This success is driven by our commitment to consistent and transparent parent communication, along with hosting at least one schoolwide event each month to foster community and celebrate our scholars. Our staff follows a clearly defined discipline matrix to ensure consistency, fairness, and high expectations for behavior across the campus. To meet the needs of our diverse student body, we offer two English-to-Spanish dual language classrooms in Kindergarten, supporting both language development and cultural identity from an early age. Social and emotional well-being is a priority at Montopolis, and we implement the *Move This World* curriculum to help scholars build emotional literacy, empathy, and coping strategies. In addition, we provide targeted academic support through tutoring three days a week, reinforcing skills and accelerating growth for scholars who need extra support. These layered supports and intentional practices create a well-rounded, safe, and nurturing learning environment for every child.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	This year, 25% of our scholars were identified as chronically absent, defined as having five or more absences. Reducing this rate by at least 50% is a critical priority for the upcoming school year, as consistent attendance is essential for academic success and long-term student growth.	A key root cause of chronic absenteeism at Montopolis Academy appears to be a lack of consistent daily attendance follow-up. Specifically, many teachers are not making ADA (Average Daily Attendance) calls during the designated homeroom period from 7:25 a.m. to 7:55 a.m., which limits our ability to quickly engage families and address attendance issues in real time.
2	Currently, Montopolis Academy has a teacher retention rate of 78%, and increasing this to at least 85% is a top priority for the upcoming school year. High teacher turnover can disrupt instructional continuity, impact school culture, and hinder student achievement.	A key root cause of low teacher retention is misaligned hiring under new principalship, resulting in staff who may not be the right fit for the campus. Additionally, high expectations for lesson planning without adequate support have contributed to burnout. Addressing these issues through more strategic hiring and stronger planning support will be essential to improving retention.

★ = Priority

Student Learning

Summary

These results are preliminary, as scholars in their first year in the U.S. are still included in the data set. Despite this, we have seen promising achievement rates with 78% approaching grade level in 3rd grade math, 69% in 3rd grade ELA, 65% in 5th grade science, 56% in 5th grade math, 46% in 4th grade math, and 55% in 4th grade ELA. However, there is still much-needed improvement to be made across all grade levels and subjects.

Strengths

Our strengths include focused lesson internalization clinics and the tightening of student work analysis meetings alongside teacher analysis meetings held weekly to identify the most recent action steps. These efforts began to show significant improvement starting in quarters 3 and 4, contributing to more targeted instruction and better student outcomes.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	The goal is for 100% of teachers to master the Big 9 management skills by the second week of school to ensure consistent classroom management and a positive learning environment from the very start of the year.	A root cause of this challenge is a gap in the assistant principal's execution of real-time coaching and timely follow-through to close out action steps.
2	The goal is for 90% of all students to approach grade level by ensuring teachers use exemplars every day and receive strategic lesson plan feedback from assistant principals.	A root cause is that assistant principals struggled to consistently complete maintenance rounds each morning and hold teachers accountable for thorough lesson preparation.

★ = Priority

School Processes & Programs

Summary

The IDEA district upholds high standards for instruction through the Guideposts for Excellent Teaching rubric, which sets clear expectations for teacher performance. A key component of our system is the Teacher Career Pathway—a five-tier structure that ties teacher advancement directly to student achievement data. Teachers cannot move up the tiers unless their students meet specific academic benchmarks. Staff are rated weekly on classroom culture, lesson plan quality, and their use of progressively aggressive monitoring of the curriculum, which is aligned to Common Core standards. Our instructional programs include *Wit & Wisdom* for ELA, *Eureka Math*, and a phonics-based Direct Instruction reading program for grades K–2.

To strengthen school-to-home connections, we use multiple platforms including PBIS, Remind, and Facebook. Beyond academics, Montopolis Academy offers a range of enrichment opportunities such as soccer club, dance club, and tutoring club. Students also have access to digital learning tools like Typing.com, IXL, MyOn, and DreamBox to support skills in literacy and math.

Strengths

Some key strengths of the IDEA academic program include its consistent and rigorous evaluation systems, such as weekly teacher ratings on lesson planning, classroom culture, and curriculum implementation. The grading policy is both standardized and valid, ensuring fairness and alignment across classrooms. A strong example of this is the blind grading of non-STAAR benchmark exams by assistant principals, which reinforced scoring accuracy and instructional objectivity while helping to calibrate expectations across grade levels and content areas. These practices contribute to a high level of instructional coherence and accountability throughout the campus.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	We need to increase the number of Level 4 and 5 teachers, as current student achievement scores are not consistently meeting the thresholds required for promotion within the Teacher Career Pathway. This limits our ability to build a strong bench of high-impact, data-driven educators.	A root cause is that assistant principals have primarily focused their coaching on STAAR-tested subjects, leading to less rigorous support in K-2. To develop more Level 4 and 5 teachers, there must be stronger tight-loop coaching in the early grades, with consistently high expectations upheld across all content areas.
2	The goal is for 100% of teachers to submit lesson plans on time to ensure instructional readiness and alignment.	A major gap is the lack of consistent accountability from assistant principals, particularly in documenting and following up on submissions during homeroom. Strengthening this system is essential to building a culture of preparation and excellence.

★ = Priority

Perceptions

Summary

At Montopolis Academy, we prioritize building a strong and connected school community. Each month, we host one schoolwide event aligned to our core DOGs values and feature our "Bulldog Boogie," a celebration that reinforces those values and energizes our students. Every month also highlights a specific character trait and includes a related awareness week to foster social-emotional development. We prioritize voice and input by administering parent-student surveys twice a year, along with regular student feedback opportunities to improve campus culture and instruction. Currently, our staff retention stands at 78%, which marks a 19% increase from the previous year—an encouraging sign of growing staff satisfaction and commitment. To maintain high morale and celebrate excellence, we recognize staff every Monday and Friday with two awards: the Closing the Achievement Gap award, rooted in student data, and the No Excuses award, which honors extraordinary commitment to student success. Parent newsletters are sent out every Friday to keep families informed and engaged. Additionally, we implement "Move This World" to support social-emotional learning for all scholars.

Strengths

One of our key strengths is consistent and transparent communication with parents, especially when it comes to testing information. Families are kept informed and involved throughout the process, which builds trust and partnership. Additionally, we are deeply committed to developing the whole child through intentional programming. A strong example of this is our use of *Move This World*, our Tier 1 social-emotional learning program, which is implemented each morning to help students start their day with emotional awareness, regulation, and a positive mindset. This focus on both academic and social-emotional development ensures we are nurturing well-rounded, resilient learners.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Increase student persistence to 90% which is our current metric (this may drop over the summer)	Teacher are not calling parents for the positive things that scholars are doing in class. Parents feel that they are not in the loop when it comes to their scholars being behind grade level and conferences need to happen earlier than they currently are.
2	Increase teacher retention to 85% for the 25-26 school year	Teacher need to be coached to mastering their action steps weekly, this build credibility in the coaches and in their development

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Tobacco, alcohol, and other drug-use data**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **Equity data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

Goals

Goal 1 (Accountability) Montopolis Academy will increase its STAAR Meets performance in subject 3-5.

Performance Objective 1

Montopolis Academy will increase it's meets performance in 4th grade math to 45% meets in the 25-26 school year.

Strategy 1

1) Strategy 1: Bulldog Monitoring Rounds: Before APIs would not document and hold their teacher accountable to board configuration and exemplars are exemplar with all parts of the lesson in their folders. APIs would correct teachers but it was not tracked daily leaving the principal doing spot checks from 8:00-9:10am daily. The new system of "Bulldog Power Walks" pairs the principal and APIs every day together from 7:40am-8:00am to align on rigor and exemplars every day, not just lesson plan feedback. The goal is for Quarter 1 and Quarter 2 to be with the principal and then APIs run them on their own for Quarter 3 and 4. APIs now have a monitoring round excel to hold teacher accountable to the discipline matrix for lesson preparedness.

Formative Reviews

November	March	July

Strategy 2

2) Strategy 2: Strong First Teach : The first 2 weeks of school teachers will have big 9 clinics every day afterschool to ensure 100% of our staff is proficient in GP 2. After this goal is met, APIs will ensure that the first 15 minutes of the lesson is rehearsed during teacher preps daily in order to go "live" with the lesson. Until teachers are proficient in their 10 mins first teach they cannot go live. APIs will look for key points punched and look for or have them create visuals or inspect them so that no classroom is missing visual to aide in the lesson and intentional spiraled do nows with strict timestamps in the lesson. Other preparedness systems we have in place are lesson plan clinics and behavior clinics every Wednesday after school. In our holistic data we are also tracking module unpacking pre-work from teachers

Formative Reviews

November	March	July

Strategy 3

3) Strategy 3: (Responding to the Item Analysis Reports) The Exit ticket trackers scholars used during master machine with built in incentives we will start using day one of school. Seating charts will reflect scholars growth goals starting August 11 and exit ticket huddle will happen at the leader level with coaching from me as the principal and then teacher led after school. After first block APIs and principal will deciper the difference between the 2's and 4's and action plan moving forward. Same protocol will be used for teachers after school daily.

Formative Reviews

November	March	July

Performance Objective 2

Montopolis Academy will increase it's meets performance in 5th math to 45% meets in the 25-26 school year.

Strategy 1

1) Strategy 1: Bulldog Monitoring Rounds - Before APIs would not document and hold their teacher accountable to board configuration and exemplars are exemplar with all parts of the lesson in their folders. APIs would correct teachers but it was not tracked daily leaving the principal doing spot checks from 8:00-9:10am daily. The new system of "Bulldog Power Walks" pairs the principal and APIs every day together from 7:40am-8:00am to align on rigor and exemplars every day, not just lesson plan feedback. The goal is for Quarter 1 and Quarter 2 to be with the principal and then APIs run them on their own for Quarter 3 and 4. APIs now have a monitoring round excel to hold teacher accountable to the discipline matrix for lesson preparedness.

Formative Reviews

November	March	July

Strategy 2

2) Strategy 2: Strong First Teach -The first 2 weeks of school teachers will be in big 9 clinics to ensure 100% of our staff is proficient in GP 2. After this metric is met, APIs will ensure that the first 15 minutes of the lesson is rehearsed during teacher preps daily. APIs will look for key points punched and look for or have them create visuals or inspect them so that no classroom is missing visual to aide in the lesson and intentional spiraled do nows with strict timestamps in the lesson. Other preparedness systems we have in place are lesson plan clinics and behavior clinics every Wednesday after school. In our holistic data we are also tracking module unpacking pre-work from teachers.

Formative Reviews

November	March	July

Strategy 3

3) Strategy 3: (Responding to the Item Analysis Reports) The Exit ticket trackers scholars used during master machine with built in incentives we will start using day one of school. Seating charts will reflect scholars growth goals starting August 11 and exit ticket huddle will happen at the leader level with coaching from me as the principal and then teacher led after school. After first block APIs and principal will deciper the difference between the 2's and 4's and action plan moving forward. Same protocol will be used for teachers after school daily.

Formative Reviews

November	March	July

Performance Objective 3

Montopolis Academy will increase it's meets performance in 4th ELA to 45% meets in the 25-26 school year.

Strategy 1

1) Strategy 1: Bulldog Monitoring Rounds - Before APIs would not document and hold their teacher accountable to board configuration and exemplars are exemplar with all parts of the lesson in their folders. APIs would correct teachers but it was not tracked daily leaving the principal doing spot checks from 8:00-9:10am daily. The new system of "Bulldog Power Walks" pairs the principal and APIs every day together from 7:40am-8:00am to align on rigor and exemplars every day, not just lesson plan feedback. The goal is for Quarter 1 and Quarter 2 to be with the principal and then APIs run them on their own for Quarter 3 and 4. APIs now have a monitoring round excel to hold teacher accountable to the discipline matrix for lesson preparedness.

Formative Reviews

November	March	July

Strategy 2

2) Strategy 2: Strong First Teach -The first 2 weeks of school teachers will be in big 9 clinics to ensure 100% of our staff is proficient in GP 2. After this metric is met, APIs will ensure that the

first 15 minutes of the lesson is rehearsed during teacher preps daily. APIs will look for key points punched and look for or have them create visuals or inspect them so that no classroom is missing visual to aide in the lesson and intentional spiraled do nows with strict timestamps in the lesson. Other preparedness systems we have in place are lesson plan clinics and behavior clinics every Wednesday after school. We also have content meetings every Tuesday. In our holistic data we are also tracking module unpacking pre-work from teachers.

Formative Reviews

November	March	July

Strategy 3

3) Strategy 3: (Responding to the Item Analysis Reports) The Exit ticket trackers scholars used during master machine with built in incentives we will start using day one of school. Seating charts will reflect scholars growth goals starting August 11 and exit ticket huddle will happen at the leader level with coaching from me as the principal and then teacher led after school. After first block APIs and principal will decipher the difference between the 2's and 4's and action plan moving forward. Same protocol will be used for teachers after school daily.

Formative Reviews

November	March	July

Goal 2 (K-2 Literacy) Raise K-2 DIBELS EOY proficiency.

Performance Objective 1

Montopolis Academy will achieve 50% growth goal met in Kinder for the 25-26 school year.

Strategy 1

Last year content experts shared their lesson plans with each other rather than writing their own exemplars and one pagers. For the 25-26 school year teachers must internalize for every content that they own. The special populations checklist will be part of our bulldog power walks every day ensuring that visual aids and scaffolds are embedded into every plan that is submitted on a weekly basis. Plan for center work will also be submitted, utilizing IXL and lexia daily.

Formative Reviews

November	March	July

Strategy 2

K-2 teachers will engage in script practice every day during their planning. Teachers must get checked off before going "live" with students. Consistent Script Rehearsals daily during prep.

Formative Reviews

November	March	July

Strategy 3

Other accountability systems we have are exit ticket huddles, behavior clinics, lesson plan clinics, and content meetings.

Formative Reviews

November	March	July

Performance Objective 2

Montopolis Academy will achieve 50% growth goal met in first grade for the 25-26 school year.

Strategy 1

Last year content experts shared their lesson plans with each other rather than writing their own exemplars and one pagers. For the 25-26 school year teachers must internalize for every content that they own. The special populations checklist will be part of our bulldog power walks every day ensuring that visual aids and scaffolds are embedded into every plan that is submitted on a weekly basis. Plan for center work will also be submitted, utilizing IXL and lexia daily.

Formative Reviews

November	March	July

Strategy 2

K-2 teachers will engage in script practice every day during their planning. Teachers must get checked off before going "live" with students. Consistent Script Rehearsals daily during prep.

Formative Reviews

November	March	July

Strategy 3

Strategy 3: Other accountability systems we have are exit ticket huddles, behavior clinics, lesson plan clinics, and content meetings.

Formative Reviews

November	March	July

Performance Objective 3

Montopolis Academy will achieve 50% growth goal met in 2nd grade for the 25-26 school year.

Strategy 1

Last year content experts shared their lesson plans with each other rather than writing their own exemplars and one pagers. For the 25-26 school year teachers must internalize for every content that they own. The special populations checklist will be part of our bulldog power walks every day ensuring that visual aids and scaffolds are embedded into every plan that is submitted on a weekly basis. Plan for center work will also be submitted, utilizing IXL and lexia daily.

Formative Reviews

November	March	July

Strategy 2

2) Strategy 2: K-2 teachers will engage in script practice every day during their planning. Teachers must get checked off before going "live" with students. Consistent Script Rehearsals daily during prep.

Formative Reviews

November	March	July

Strategy 3

3) Strategy 3: Other accountability systems we have are exit ticket huddles, behavior clinics, lesson plan clinics, and content meetings.

Formative Reviews

November	March	July

Goal 3 (Chronically Absent Students) Montopolis Academy will decrease it's chronically absent students.

Performance Objective 1

Montopolis Academy will meet 93% ADA in kindergarten for the 25-26 school year.

Strategy 1

Each month, the Kindergarten homeroom with the highest average daily attendance will earn a themed reward day such as Pajama Day or Popsicle Party. Winners will be celebrated during Friday assemblies to build excitement, promote consistency, and reinforce a positive attendance culture.

Formative Reviews

November	March	July

Strategy 2

Teachers and leaders will make five positive attendance calls per week, recognizing scholars with improved or perfect attendance. All calls will be logged in a shared tracker to ensure follow-through and identify trends in family communication.

Formative Reviews

November	March	July

Strategy 3

During GTL meetings, teams will use an attendance matrix to track Tier 2 CAS scholars and identify root causes of chronic absenteeism. Action plans will be reviewed biweekly to ensure interventions are timely, targeted, and adjusted based on scholar progress.

Formative Reviews

November	March	July

Performance Objective 2

Montopolis Academy will meet 93% ADA in first grade for the 25-26 school year.

Strategy 1

Each month, the first grade homeroom with the highest average daily attendance will earn a themed reward day such as Pajama Day or Popsicle Party. Winners will be celebrated during Friday assemblies to build excitement, promote consistency, and reinforce a positive attendance culture.

Formative Reviews

November	March	July

Strategy 2

Teachers and leaders will make five positive attendance calls per week, recognizing scholars with improved or perfect attendance. All calls will be logged in a shared tracker to ensure follow-through and identify trends in family communication.

Formative Reviews

November	March	July

Strategy 3

During GTL meetings, teams will use an attendance matrix to track Tier 2 CAS scholars and identify root causes of chronic absenteeism. Action plans will be reviewed biweekly to ensure interventions are timely, targeted, and adjusted based on scholar progress.

Formative Reviews

November	March	July

Performance Objective 3

Montopolis Academy will have 90% of CAS meeting with families for the 25-26 school year.

Strategy 1

Assistant Principals of Instruction (APIs) will each own a discipline matrix targeting 12 scholars with repeated or Tier 2/3 behavioral challenges. APIs will meet regularly with these scholars for check-ins, track data around behavior trends and interventions, and coordinate action plans in collaboration with families and teachers to ensure ongoing support and accountability.

Formative Reviews

November	March	July

Strategy 2

Grade Team Leads (GTLs) will maintain a discipline matrix for 12 focus scholars in their grade level who are exhibiting consistent behavior concerns. GTLs will lead monthly progress meetings with teachers and ensure that individualized interventions are in place, while tracking trends in behavior, parent contact, and follow-up outcomes to inform next steps.

Formative Reviews

November	March	July

Strategy 3

A monthly town hall will be held for all scholars identified on the CAS (Chronic Absenteeism System) list to build a sense of community, urgency, and recognition around attendance. These gatherings will include celebrations for improved attendance, personal shoutouts, and shared commitments to help scholars feel seen, supported, and motivated to improve their daily presence.

Formative Reviews

November	March	July

Performance Objective 4

75% of Students at Montopolis Academy will track 1,000 or more IHT MVPA minutes by the End of School Year 2025-26

Strategy 1

PE coaches will drop data weekly in the whole school data tracker to track students on track or

off track to meeting their minutes. Coaches will respond to data accordingly and change their action step based on need and responding to the data.

Formative Reviews

November	March	July

Strategy 2

At the end of the year 100% of scholar who become fitness ambassadors will participate in a color run.

Formative Reviews

November	March	July

Goal 4 (Emergent Bilinguals) Montopolis Academy will increase it's EB STAAR Approaches performance in the tested subject 3-5.

Performance Objective 1

Montopolis Academy will increase it's EB STAAR approaches to 40% in 3rd ELA for the 25-26 school year.

Strategy 1

Evidence Binder (EB) Usage: All EB scholars will maintain an EB folder that they use daily to track assignments, behavior reflections, and academic progress. Teachers will review and update the EB weekly, ensuring scholars have a clear record of growth and areas for improvement. Families will be engaged through regular EB check-ins to reinforce consistency and accountability at home.

Formative Reviews

November	March	July

Strategy 2

Modified Work & Tutoring: Assignments will be modified to meet individual scholar needs, paired with weekly tutoring sessions to provide additional support. Classrooms will be equipped with all necessary supplemental aides, tools, and scaffolds to ensure each scholar can access the curriculum and thrive academically.

Formative Reviews

November	March	July

Strategy 3

Lexia Support: Scholars will participate in Lexia during the academic block and during extension time. Progress will be monitored weekly, with data used to tailor instruction and provide targeted interventions.

Formative Reviews

November	March	July

Performance Objective 2

Montopolis Academy will increase it's EB STAAR approaches band to 40% 4th ELA for the 25-26 school year.

Strategy 1

Lexia Support: Scholars will participate in Lexia during the academic block and during extension time. Progress will be monitored weekly, with data used to tailor instruction and provide targeted interventions.

Formative Reviews

November	March	July

Performance Objective 3

Montopolis Academy will increase it's EB STAAR approaches band to 40% in 5th ELA for the 25-26 school year.

Strategy 1

Modified Work & Tutoring: Assignments will be modified to meet individual scholar needs, paired with weekly tutoring sessions to provide additional support. Classrooms will be equipped with all necessary supplemental aides, tools, and scaffolds to ensure each scholar can access the curriculum and thrive academically.

Formative Reviews

November	March	July

Strategy 2

Lexia Support: Scholars will participate in Lexia during the academic block and during extension time. Progress will be monitored weekly, with data used to tailor instruction and provide targeted interventions.

Formative Reviews

November	March	July

Strategy 3

Evidence Binder (EB) Usage: All EB scholars will maintain an EB folder that they use daily to track assignments, behavior reflections, and academic progress. Teachers will review and update the EB weekly, ensuring scholars have a clear record of growth and areas for improvement. Families will be engaged through regular EB check-ins to reinforce consistency and accountability at home.

Formative Reviews

November	March	July

Goal 5 (Critical Student Intervention) Students in CSI Reading will end the year on grade level or grow 2 or more years in CSI.

Performance Objective 1

90% of 3rd grade scholars will end the year on grade level or grow 2 or more years in CSI.

Strategy 1

An individualized incentive plan will be designed specifically for CSI (Critical Student Intervention) scholars in grades 3-5 to boost motivation, engagement, and academic effort. Incentives will be personalized based on scholar interests (e.g., extra recess, lunch with a teacher, prize box, or digital privileges), and earned through meeting weekly academic or behavior goals aligned to their intervention plans.

Formative Reviews

November	March	July

Strategy 2

Parent-Teacher-Guardian (PTG) meetings will be held for all scholars on the CSI caseload to build alignment between home and school on academic and behavioral supports. Each scholar will also have an EB (Evidence Binder) folder updated weekly with work samples, behavior reflections, and progress monitoring tools to support data-driven conversations and deepen family engagement in the intervention process.

Formative Reviews

November	March	July

Strategy 3

To expand access to literacy resources, scholars identified for CSI support will be able to check out Chromebooks or tablets for at-home use of MyOn. This ensures they can meet personalized reading goals outside of school hours, especially over weekends or breaks, and allows families to become more involved in supporting reading development at home.

Formative Reviews

November	March	July

Performance Objective 2

90% of 4th grade scholars will end the year on grade level or grow 2 or more years in CSI.

Strategy 1

An individualized incentive plan will be designed specifically for CSI (Critical Student Intervention) scholars in grades 3-5 to boost motivation, engagement, and academic effort. Incentives will be personalized based on scholar interests (e.g., extra recess, lunch with a teacher, prize box, or digital privileges), and earned through meeting weekly academic or behavior goals aligned to their intervention plans.

Formative Reviews

November	March	July

Strategy 2

Parent-Teacher-Guardian (PTG) meetings will be held for all scholars on the CSI caseload to build alignment between home and school on academic and behavioral supports. Each scholar will also have an EB (Evidence Binder) folder updated weekly with work samples, behavior reflections, and progress monitoring tools to support data-driven conversations and deepen family engagement in the intervention process.

Formative Reviews

November	March	July

Strategy 3

To expand access to literacy resources, scholars identified for CSI support will be able to check out Chromebooks or tablets for at-home use of MyOn. This ensures they can meet personalized reading goals outside of school hours, especially over weekends or breaks, and allows families to become more involved in supporting reading development at home.

Formative Reviews

November	March	July

Performance Objective 3

90% of 5th grade scholars will end the year on grade level or grow 2 or more years in CSI.

Strategy 1

An individualized incentive plan will be designed specifically for CSI (Critical Student Intervention) scholars in grades 3-5 to boost motivation, engagement, and academic effort. Incentives will be personalized based on scholar interests (e.g., extra recess, lunch with a teacher, prize box, or digital privileges), and earned through meeting weekly academic or behavior goals aligned to their intervention plans.

Formative Reviews

November	March	July

Strategy 2

Parent-Teacher-Guardian (PTG) meetings will be held for all scholars on the CSI caseload to build alignment between home and school on academic and behavioral supports. Each scholar will also have an EB (Evidence Binder) folder updated weekly with work samples, behavior reflections, and progress monitoring tools to support data-driven conversations and deepen family engagement in the intervention process.

Formative Reviews

November	March	July

Strategy 3

To expand access to literacy resources, scholars identified for CSI support will be able to check out Chromebooks or tablets for at-home use of MyOn. This ensures they can meet personalized reading goals outside of school hours, especially over weekends or breaks, and allows families to become more involved in supporting reading development at home.

Formative Reviews

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
AYJAH MARIQUE HENRY	COTEACHER	School-wide Program	1
GLORIA ADRIANA ZUVIETA-LOPEZ	COTEACHER	School-wide Program	1
MARY SUN LEE	TEACHER - INTERVENTIONIST	School-wide Program	1
RAFAEL JAVIER QUINONEZ	COTEACHER	School-wide Program	1
RAKHEE BANERJEE	COTEACHER	School-wide Program	1

IDEA Public Schools

Montopolis College Prep

2025-2026 Campus Improvement Plan

Public Presentation Date:
August 2, 2025

Generated by Plan4Learning.com
March 12, 2026 at 09:13 AM

Mission Statement

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

IDEA Montopolis College Prep transforms education by preparing graduates to succeed in college and life.

Vision

IDEA Public Schools

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

IDEA Montopolis College Prep

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Needs Assessment Overview 5

Demographics 6

Student Learning 17

School Processes & Programs 21

Perceptions 24

Data Documentation for CNA 26

Improvement Planning Data 27

Accountability Data 27

Student Data: Assessments 27

Student Data: Student Groups 28

Student Data: Behavior and Other Indicators 28

Employee Data 28

Parent/Community Data 29

Goals 30

Goal 1 : IDEA Montopolis will achieve "A" Campus Rating by September 2025 for the 25-... 31

Goal 2 : IDEA Montopolis achieves a 92.8% annual attendance rate for the 25-26 school ... 34

Goal 3 : IDEA Montopolis will meet 82% Student Persistence for the 25-26 school year. 37

Goal 4 : IDEA Montopolis will meet 84.1% full time staff retention for the 25-26 school ye... 40

Goal 5 : IDEA Montopolis meets enrollment targets, as set by the Board of Directors, by ... 43

Goal 6 : 100% of IDEA Montopolis graduates matriculate to college immediately after hig... 46

Goal 7 : Improve STAAR Meets Performance 49

Goal 8 : Decrease chronic absenteeism 50

Goal 9 : Improve student academic achievement for Students Receiving Special Educatio... 51

Goal 10 : Improve student behavior and social-emotional development 52

Goal 11 : Increase the percentage of Emergent Bilingual (EB) students meeting their TELP... 54

Title I Summary 55

Title I Personnel 56

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The Comprehensive Needs Assessment (CNA) at IDEA Montopolis College Preparatory was conducted to identify and address the strengths and areas for growth that impact student achievement and overall school performance. The CNA process engaged a diverse set of stakeholders, including administrators, teachers, instructional coaches, support staff, students, and families, to ensure a holistic evaluation of the school's practices, outcomes, and climate.

The CNA focused on four key domains:

1. **Demographics:**
   The school serves a diverse student body, the majority of whom are Hispanic and economically disadvantaged. There is also a significant population of English Learners (ELs) and students receiving special education services. Demographic trends point to the need for additional support systems to address challenges associated with mobility, language development, and socioeconomic barriers.

2. **Student Learning:**
   Data from the 2023–24 STAAR assessments, MAP growth, and benchmark exams were analyzed. While the school showed pockets of academic growth, especially in upper-grade math, challenges remain in reading proficiency and science achievement. Targeted interventions and consistent progress monitoring are needed to accelerate learning for all student groups.

3. **Programs and Processes:**
   The school offers a range of academic and extracurricular programs, but access and participation are uneven across student groups. Professional development is robust but would benefit from more differentiated, job-embedded coaching. Technology is integrated into instruction, but usage varies in effectiveness.

4. **Perceptions:**
   Stakeholder feedback indicates a strong sense of school pride and belief in the mission of college readiness. However, surveys and focus groups reveal concerns around communication, student engagement, and staff sustainability. Families express a desire for greater transparency and partnership in the academic journey.

The CNA process has helped the campus align its priorities with data and stakeholder input. Key findings from each domain informed the development of problem statements, root causes, and targeted strategies for the Campus Improvement Plan (CIP). The overarching goal is to close achievement gaps, increase student and staff retention, and foster a culture of excellence and equity.

Demographics

Summary

2023-24 Student Information
IDEA MONTOPOLIS COLLEGE PREPARATORY (108807035) - IDEA PUBLIC SCHOOLS - HIDALGO COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	**753**	**100.0%**	**76,819**	**5,517,464**	**753**	**100.0%**	**76,819**	**5,531,236**
Students by Grade								
Grade 6	127	16.9%	9.1%	7.3%	127	16.9%	9.1%	7.2%
Grade 7	125	16.6%	8.9%	7.3%	125	16.6%	8.9%	7.3%
Grade 8	120	15.9%	8.8%	7.5%	120	15.9%	8.8%	7.5%
Grade 9	111	14.7%	7.0%	8.6%	111	14.7%	7.0%	8.5%
Grade 10	110	14.6%	5.5%	8.0%	110	14.6%	5.5%	7.9%
Grade 11	93	12.4%	4.1%	7.4%	93	12.4%	4.1%	7.4%
Grade 12	67	8.9%	3.1%	6.6%	67	8.9%	3.1%	6.7%
Ethnic Distribution								
African American	30	4.0%	7.3%	12.8%	30	4.0%	7.3%	12.8%
Hispanic	692	91.9%	85.6%	53.2%	692	91.9%	85.6%	53.2%
White	28	3.7%	5.2%	25.0%	28	3.7%	5.2%	25.0%
American Indian	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Asian	2	0.3%	1.1%	5.4%	2	0.3%	1.1%	5.4%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	0	0.0%	0.5%	3.1%	0	0.0%	0.5%	3.1%
Sex								
Female	353	46.9%	49.1%	48.9%	353	46.9%	49.1%	48.8%
Male	400	53.1%	50.9%	51.1%	400	53.1%	50.9%	51.2%
Other Student Cohorts								
Economically Disadvantaged	699	92.8%	84.0%	62.3%	699	92.8%	84.0%	62.2%
Non-Educationally Disadvantaged	54	7.2%	16.0%	37.7%	54	7.2%	16.0%	37.8%
Section 504 Students	29	3.9%	2.6%	7.2%	29	3.9%	2.6%	7.2%
EB Students/EL	540	71.7%	44.8%	24.4%	540	71.7%	44.8%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	0.0%	1.9%				
Students w/ Dyslexia	25	3.3%	1.6%	6.0%	25	3.3%	1.6%	6.0%
Foster Care	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Homeless	0	0.0%	0.2%	1.4%	0	0.0%	0.2%	1.4%

Immigrant	44	5.8%	2.4%	2.9%	44	5.8%	2.4%	2.9%
Migrant	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Title I	753	100.0%	100.0%	65.7%	753	100.0%	100.0%	65.7%
Military Connected	0	0.0%	0.0%	3.9%	0	0.0%	0.0%	3.9%
At-Risk	587	78.0%	59.2%	53.2%	587	78.0%	59.2%	53.2%
Students by Instructional Program								
Bilingual/ESL Education	540	71.7%	43.0%	24.5%	540	71.7%	43.0%	24.4%
Career and Technical Education	454	60.3%	20.6%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	335	87.9%	65.1%	73.3%	-	-	-	-
Gifted and Talented Education	0	0.0%	0.0%	8.5%	0	0.0%	0.0%	8.5%
Special Education	62	8.2%	10.2%	13.9%	62	8.2%	10.2%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	**62**							
Students with Intellectual Disabilities	53	85.5%	46.3%	45.7%				
Students with Physical Disabilities	0	0.0%	16.6%	18.9%				
Students with Autism	*	*	20.5%	16.2%				
Students with Behavioral Disabilities	**	**	16.1%	17.6%				
Students with Non-Categorical Early Childhood	0	0.0%	0.6%	1.7%				
Mobility (2022-23)								
Total Mobile Students	**59**	**7.4%**	**12.9%**	**16.1%**				
African American	4	0.5%	1.6%	3.4%				
Hispanic	52	6.5%	10.3%	8.5%				
White	3	0.4%	0.8%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.5%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.1%	0.5%				
Special Ed Students who are Mobile	7	9.6%	14.4%	17.6%				
Count and Percent of EB Students/EL who are Mobile	31	6.0%	9.2%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	44	6.2%	12.8%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	**123**	**18.4%**	**21.9%**	**18.1%**				

	Non-Special Education Rates			Special Education Rates		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade						
Grade 6	0.0%	0.1%	0.3%	0.0%	0.4%	0.3%
Grade 7	0.0%	0.3%	0.5%	0.0%	0.3%	0.4%
Grade 8	0.0%	0.4%	0.4%	0.0%	0.7%	0.5%
Grade 9	0.0%	0.7%	7.9%	0.0%	1.5%	11.9%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State

Elementary			
Grade 6	26.7	25.2	19.2
Secondary			
English/Language Arts	23.8	17.8	16.3
Foreign Languages	19.9	18.8	18.8
Mathematics	20.8	18.6	17.5
Science	21.9	17.8	18.5
Social Studies	23.3	19.3	18.8

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

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

2023-24 Attendance, Graduation, and Dropout Rates
IDEA MONTOPOLIS COLLEGE PREPARATORY (108807035) - IDEA PUBLIC SCHOOLS - HIDALGO COUNTY

2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | **2023-24**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	93.9%	**92.7%**	92.0%	92.8%	92.2%	*	*	-	*	92.7%	92.6%	93.1%
2021-22	92.2%	91.9%	**92.3%**	88.7%	92.5%	91.4%	*	-	-	*	92.0%	92.1%	92.9%
Chronic Absenteeism													
2022-23	20.3%	19.2%	**24.6%**	27.3%	24.7%	23.1%	*	*	-	*	22.2%	25.5%	22.5%
2021-22	25.7%	30.6%	**27.7%**	47.4%	26.5%	33.3%	*	-	-	*	29.6%	28.7%	24.5%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.8%	**0.4%**	0.0%	0.4%	0.0%	-	*	-	-	0.0%	0.4%	0.0%
2021-22	0.7%	0.6%	**0.4%**	7.1%	0.0%	0.0%	-	-	-	-	4.8%	0.4%	0.0%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	1.0%	**1.0%**	0.0%	1.0%	0.0%	*	-	-	*	2.8%	1.1%	1.2%
2021-22	2.2%	0.7%	**0.0%**	0.0%	0.0%	0.0%	*	-	-	*	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	96.3%	**100.0%**	*	100.0%	*	*	-	-	-	100.0%	100.0%	100.0%
Received TxCHSE	0.3%	0.0%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.1%	2.0%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	1.7%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.6%	96.3%	**100.0%**	*	100.0%	*	*	-	-	-	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	98.3%	**100.0%**	*	100.0%	*	*	-	-	-	100.0%	100.0%	100.0%

Class of 2022													
Graduated	89.7%	96.6%	**98.8%**	*	98.7%	*	*	-	-	-	100.0%	98.6%	96.4%
Received TxCHSE	0.3%	0.1%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.5%	1.5%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.4%	1.8%	**1.3%**	*	1.3%	*	*	-	-	-	0.0%	1.4%	3.6%
Graduates and TxCHSE	90.0%	96.7%	**98.8%**	*	98.7%	*	*	-	-	-	100.0%	98.6%	96.4%
Graduates, TxCHSE, and Continuers	93.6%	98.2%	**98.8%**	*	98.7%	*	*	-	-	-	100.0%	98.6%	96.4%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	98.1%	**98.8%**	*	98.7%	*	*	-	-	-	100.0%	98.6%	96.6%
Received TxCHSE	0.4%	0.1%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Continued HS	1.0%	0.1%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.8%	1.6%	**1.2%**	*	1.3%	*	*	-	-	-	0.0%	1.4%	3.4%
Graduates and TxCHSE	92.2%	98.3%	**98.8%**	*	98.7%	*	*	-	-	-	100.0%	98.6%	96.6%
Graduates, TxCHSE, and Continuers	93.2%	98.4%	**98.8%**	*	98.7%	*	*	-	-	-	100.0%	98.6%	96.6%
Class of 2021													
Graduated	92.2%	99.4%	**100.0%**	*	100.0%	-	-	-	-	-	*	100.0%	100.0%
Received TxCHSE	0.4%	0.0%	**0.0%**	*	0.0%	-	-	-	-	-	*	0.0%	0.0%
Continued HS	1.0%	0.2%	**0.0%**	*	0.0%	-	-	-	-	-	*	0.0%	0.0%
Dropped Out	6.3%	0.4%	**0.0%**	*	0.0%	-	-	-	-	-	*	0.0%	0.0%
Graduates and TxCHSE	92.7%	99.4%	**100.0%**	*	100.0%	-	-	-	-	-	*	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.6%	**100.0%**	*	100.0%	-	-	-	-	-	*	100.0%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	99.6%	**100.0%**	*	100.0%	-	-	-	-	-	*	100.0%	100.0%
Received TxCHSE	0.5%	0.0%	**0.0%**	*	0.0%	-	-	-	-	-	*	0.0%	0.0%
Continued HS	0.5%	0.0%	**0.0%**	*	0.0%	-	-	-	-	-	*	0.0%	0.0%
Dropped Out	6.3%	0.4%	**0.0%**	*	0.0%	-	-	-	-	-	*	0.0%	0.0%
Graduates and TxCHSE	93.2%	99.6%	**100.0%**	*	100.0%	-	-	-	-	-	*	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	99.6%	**100.0%**	*	100.0%	-	-	-	-	-	*	100.0%	100.0%
Class of 2020													

Graduated	92.7%	99.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	95.4%	**100.0%**	*	100.0%	*	*	-	-	-	100.0%	100.0%	100.0%
Class of 2022	89.7%	95.5%	**97.5%**	*	97.4%	*	*	-	-	-	85.7%	98.6%	93.1%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	91.8%	96.8%	**98.8%**	*	98.7%	*	*	-	-	-	100.0%	98.6%	96.6%
Class of 2021	92.2%	98.5%	**100.0%**	*	100.0%	-	-	-	-	-	*	100.0%	100.0%
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	92.7%	98.9%	**100.0%**	*	100.0%	-	-	-	-	-	*	100.0%	100.0%
Class of 2020	92.7%	99.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	9.0%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Class of 2022	3.7%	15.5%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	84.3%	90.5%	**100.0%**	*	100.0%	*	*	-	-	-	100.0%	100.0%	100.0%
Class of 2022	84.3%	83.7%	**98.7%**	*	98.7%	*	*	-	-	-	83.3%	98.6%	96.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	99.4%	**100.0%**	*	100.0%	*	*	-	-	-	100.0%	100.0%	100.0%
Class of 2022	88.0%	99.2%	**98.7%**	*	98.7%	*	*	-	-	-	83.3%	98.6%	96.3%
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	*	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	9.3%	**1.1%**	*	1.1%	*	*	-	-	-	10.0%	0.0%	2.9%
2021-22	3.9%	15.5%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	90.0%	**98.9%**	*	98.9%	*	*	-	-	-	90.0%	100.0%	97.1%
2021-22	82.3%	83.4%	**98.8%**	*	98.7%	*	*	-	-	-	83.3%	98.6%	96.3%
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	0.0%
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													

2022-23	86.8%	99.2%	**100.0%**	*	100.0%	*	*	-	-	-	100.0%	100.0%	100.0%
2021-22	86.0%	99.0%	**98.8%**	*	98.7%	*	*	-	-	-	83.3%	98.6%	96.3%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

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

2023-24 College, Career, and Military Readiness (CCMR)
IDEA MONTOPOLIS COLLEGE PREPARATORY (108807035) - IDEA PUBLIC SCHOOLS - HIDALGO COUNTY

2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | **2023-24**

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)‡													
College, Career, or Military Ready (Annual Graduates)													
2022-23	76.3%	96.2%	**100.0%**	*	100.0%	*	*	-	-	-	100.0%	100.0%	100.0%
2021-22	70.0%	95.5%	**88.8%**	*	89.3%	*	*	-	-	-	83.3%	90.0%	88.9%
Only College Ready (Annual Graduates)‡													
2022-23	40.0%	92.6%	**100.0%**	*	100.0%	*	*	-	-	-	100.0%	100.0%	100.0%
Only Career / Military Ready (Annual Graduates)‡													
2022-23	14.4%	0.7%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
College Ready and Career / Military Ready (Annual Graduates)‡													
2022-23	22.0%	3.0%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
College Ready Graduates‡													
College Ready (Annual Graduates)‡													
2022-23	61.9%	95.6%	**100.0%**	*	100.0%	*	*	-	-	-	100.0%	100.0%	100.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2022-23	62.8%	89.6%	**96.7%**	*	96.6%	*	*	-	-	-	80.0%	97.4%	94.1%
2021-22	57.1%	87.2%	**55.0%**	*	53.3%	*	*	-	-	-	33.3%	55.7%	29.6%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2022-23	54.3%	94.4%	**97.8%**	*	97.7%	*	*	-	-	-	80.0%	98.7%	94.1%
2021-22	48.2%	91.6%	**71.3%**	*	72.0%	*	*	-	-	-	16.7%	72.9%	55.6%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2022-23	48.4%	88.7%	**96.7%**	*	96.6%	*	*	-	-	-	80.0%	97.4%	94.1%
2021-22	42.2%	85.6%	**52.5%**	*	52.0%	*	*	-	-	-	16.7%	54.3%	29.6%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2022-23	20.4%	69.9%	**70.3%**	*	72.4%	*	*	-	-	-	10.0%	69.2%	61.8%
2021-22	20.5%	74.0%	**77.5%**	*	78.7%	*	*	-	-	-	33.3%	78.6%	77.8%
Associate Degree (Annual Graduates)													
2022-23	2.5%	0.0%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
2021-22	2.4%	0.0%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%

Associate Degree but not Career / Military Ready (Annual Graduates)													
2022-23	1.7%	0.0%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
2021-22	1.8%	0.0%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Associate Degree and Career / Military Ready (Annual Graduates)													
2022-23	0.9%	0.0%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
2021-22	0.7%	0.0%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2022-23	23.6%	3.1%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
2021-22	24.0%	1.7%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Onramps Course Credits (Annual Graduates)													
2022-23	4.8%	5.8%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
2021-22	4.4%	3.3%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Dual Course Credits or Onramps Course Credits (Annual Graduates)													
2022-23	25.2%	7.5%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
2021-22	-	4.5%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2022-23	5.6%	6.7%	**11.0%**	*	9.2%	*	*	-	-	-	100.0%	10.3%	17.6%
2021-22	5.0%	5.4%	**6.3%**	*	5.3%	*	*	-	-	-	83.3%	5.7%	11.1%
Career / Military Ready Graduates‡													
Career or Military Ready (Annual Graduates)‡													
2022-23	36.4%	3.6%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Approved Industry-Based Certification (Annual Graduates)													
2022-23	33.4%	1.5%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
2021-22	28.0%	0.2%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2022-23	0.8%	0.0%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
2021-22	0.7%	0.0%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Graduates with Industry-Based Certification or Level I or Level II Certificate (Annual Graduates)													
2022-23	33.8%	1.5%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
2021-22	-	0.2%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2022-23	2.7%	1.2%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
2021-22	2.5%	0.5%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2022-23	0.6%	1.0%	**0.0%**	*	0.0%	*	*	-	-	-	0.0%	0.0%	0.0%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

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

‡ Beginning with 2022-23 graduates, special education students that graduated with the advanced dimploma are classified as college ready. As a result, only one year of data is shown because previous years' data is not comparable.

2023-24 Other Postsecondary Indicators

IDEA MONTOPOLIS COLLEGE PREPARATORY (108807035) - IDEA PUBLIC SCHOOLS - HIDALGO COUNTY

2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | **2023-24**

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	E
Advanced/Dual-Credit Course Completion (Grades 11-12)														
Any Subject	2022-23	66.0%	98.2%	**98.8%**	*	98.7%	*	*	-	-	-	87.5%	100.0%	9
	2021-22	64.8%	97.9%	**97.8%**	80.0%	98.2%	*	*	-	-	-	95.5%	97.6%	9
English Language Arts	2022-23	31.9%	80.2%	**91.3%**	*	91.0%	*	*	-	-	-	86.7%	91.6%	8
	2021-22	30.0%	81.0%	**95.5%**	*	95.2%	*	*	-	-	-	71.4%	95.7%	9
Mathematics	2022-23	41.2%	76.8%	**77.6%**	*	77.4%	*	*	-	-	-	73.3%	77.6%	7
	2021-22	41.8%	81.6%	**86.9%**	*	87.4%	*	*	-	-	-	95.2%	87.0%	8
Science	2022-23	45.1%	60.6%	**57.1%**	*	56.8%	*	*	-	-	-	60.0%	55.9%	3
	2021-22	43.7%	67.3%	**46.0%**	*	45.5%	*	*	-	-	-	33.3%	43.5%	4
Social Studies	2022-23	29.7%	63.3%	**44.1%**	*	44.5%	*	*	-	-	-	33.3%	45.5%	6
	2021-22	28.5%	66.1%	**55.0%**	40.0%	55.9%	*	*	-	-	-	59.1%	57.6%	5
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2022-23	45.4%	91.1%	**96.9%**	93.3%	96.9%	100.0%	*	-	-	*	78.8%	97.4%	9
	2021-22	44.2%	93.0%	**97.7%**	85.7%	98.4%	87.5%	*	-	-	*	92.7%	98.0%	9
English Language Arts	2022-23	17.4%	28.7%	**38.3%**	20.0%	39.4%	22.2%	*	-	-	*	40.6%	38.5%	3
	2021-22	16.6%	30.8%	**43.4%**	30.8%	43.8%	37.5%	*	-	-	*	37.5%	43.5%	2
Mathematics	2022-23	19.5%	27.8%	**36.2%**	26.7%	37.2%	11.1%	*	-	-	*	43.8%	36.5%	3
	2021-22	19.9%	31.6%	**47.0%**	53.8%	46.8%	25.0%	*	-	-	*	57.5%	47.7%	3
Science	2022-23	21.5%	30.3%	**24.0%**	13.3%	24.6%	11.1%	*	-	-	*	28.1%	23.5%	1
	2021-22	21.1%	30.2%	**20.9%**	15.4%	20.9%	25.0%	*	-	-	*	17.5%	19.8%	1
Social Studies	2022-23	24.0%	74.2%	**71.1%**	73.3%	70.7%	88.9%	*	-	-	*	46.9%	71.5%	8
	2021-22	22.8%	79.3%	**77.5%**	71.4%	78.1%	62.5%	*	-	-	*	70.7%	79.1%	8
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2021-22	-	-	**-**	-	-	-	-	-	-	-	-	-	
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2021-22	-	-	**-**	-	-	-	-	-	-	-	-	-	
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	

2023-24 Staff Information

IDEA MONTOPOLIS COLLEGE PREPARATORY (108807035) - IDEA PUBLIC SCHOOLS - HIDALGO COUNTY

2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | **2023-24**

	Campus			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	**48.8**	**100.0%**	**100.0%**	**100.0%**

Professional Staff	45.8	93.8%	61.0%	63.9%
Teachers	40.7	83.5%	44.3%	48.3%
Professional Support	2.1	4.2%	12.3%	11.1%
Campus Administration (School Leadership)	3.0	6.2%	3.7%	3.3%
Educational Aides	3.0	6.2%	10.6%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	0.0	n/a	0.0	4,187.0
Part-time Librarians	0.0	n/a	0.0	651.0
Full-time Counselors	0.0	n/a	80.0	13,870.0
Part-time Counselors	0.0	n/a	8.0	1,172.0
Total Minority Staff	**34.7**	**71.2%**	**89.7%**	**54.4%**
Teachers by Ethnicity				
African American	5.0	12.2%	11.7%	12.6%
Hispanic	20.8	51.1%	75.2%	30.1%
White	11.9	29.3%	10.4%	53.4%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	2.0	4.9%	1.3%	2.1%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	1.0	2.5%	0.9%	1.3%
Teachers by Sex				
Males	20.0	49.1%	26.2%	24.5%
Females	20.7	50.9%	73.8%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	0.0%	2.5%
Bachelors	27.8	68.3%	79.5%	71.7%
Masters	7.9	19.4%	20.0%	24.9%
Doctorate	5.0	12.3%	0.5%	0.8%
Teachers by Years of Experience				
Beginning Teachers	10.9	26.8%	7.0%	8.7%
1-5 Years Experience	20.9	51.2%	55.6%	27.4%
6-10 Years Experience	7.0	17.2%	24.5%	20.2%
11-20 Years Experience	1.0	2.4%	10.7%	27.1%
21-30 Years Experience	1.0	2.5%	1.8%	13.7%
Over 30 Years Experience	0.0	0.0%	0.4%	3.0%
Number of Students per Teacher	18.5	n/a	19.4	14.7

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	0.0	4.5	6.0
Average Years Experience of Principals with District	0.0	3.9	5.1
Average Years Experience of Assistant Principals	4.7	3.5	5.1
Average Years Experience of Assistant Principals with District	1.7	3.3	4.3
Average Years Experience of Teachers	3.5	5.5	11.1

Average Years Experience of Teachers with District	2.1	3.9	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	$55,302	$58,599	$54,272
1-5 Years Experience	$57,841	$58,878	$58,185
6-10 Years Experience	$73,789	$61,891	$61,494
11-20 Years Experience	$60,148	$65,706	$65,219
21-30 Years Experience	$67,000	$71,940	$69,723
Over 30 Years Experience	-	$80,264	$74,014
Average Actual Salaries (regular duties only)			
Teachers	$60,183	$60,644	$62,474
Professional Support	$89,920	$80,946	$73,783
Campus Administration (School Leadership)	$81,462	$91,566	$86,738
Instructional Staff Percent	n/a	55.4%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served)				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.0%
Career and Technical Education	4.7	11.6%	4.1%	5.5%
Compensatory Education	0.0	0.0%	0.0%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	35.2	86.3%	90.2%	69.8%
Special Education	0.9	2.1%	5.7%	10.3%
Other	0.0	0.0%	0.0%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

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

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

Strengths

Category	IDEA Montopolis	Strength
Graduation Rate (Class of 2023)	**100%**	**Exceeds district/state; no dropouts**
English Learner Support	**71.7% ELs, 100% grad rate**	**High EL population with strong outcomes**
CTE Participation (9–12)	**87.9%**	**Career-focused education access**
Mobility	**7.4%**	**Below state/district; school stability**
Retention Rates	**0% across grades**	**Effective instructional support**
Title I / Econ Disadvantaged	**100% / 92.8%**	**High-need population achieving strong results**
Hispanic Student Representation	**91.9%**	**Cultural relevance and support**

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	A significant percentage of students are identified as economically disadvantaged, which correlates with gaps in academic readiness and performance.	Families face barriers such as limited access to academic resources, healthcare, and stable housing, which impact student learning and attendance.
2	The campus has a growing population of English Learners (ELs), yet consistent language acquisition support and academic scaffolding across all subjects is lacking.	Limited staff training in effective EL instructional strategies and insufficient integration of language supports in content-area instruction.
3	High student mobility negatively impacts instructional continuity and relationship-building between staff and students.	Economic instability and housing insecurity in the surrounding community contribute to frequent transfers and school changes.

★ = Priority

Student Learning

Summary

Summary of Key Trends (2023–24 vs 2022–23) **Overall Performance (All Grades, All Subjects)**

Performance Level	2023 (%)	2024 (%)	Change
At Approaches Grade Level or Above	79%	75%	↓ 4%
At Meets Grade Level or Above	48%	40%	↓ 8%
At Masters Grade Level	17%	13%	↓ 4%

Insight: There was a **noticeable decline** across all performance levels. The largest drop was in the "Meets" category (↓ 8%).

Subject-Level Trends **Reading (Grades 6–8)**

Grade	Approaches 2024	Meets 2024	Masters 2024	Change in Meets
6	74%	49%	24%	↓ 2%
7	91%	66%	39%	↓ 10%
8	91%	68%	28%	↑ 21%

Insight: Strong reading performance overall; **Grade 8 saw a big improvement** in Meets and Masters compared to 2023.

Mathematics (Grades 6–8)

Grade	Approaches 2024	Meets 2024	Masters 2024	Change in Meets
6	65%	26%	4%	↓ 1%
7	61%	30%	5%	↓ 18%
8	(Algebra I) 69%	14%	5%	↓ 15%

Insight: **Algebra I** and **Grade 7 Math** experienced the sharpest decline in Meets level scores.

Science (Grade 8 & Biology EOC)

Test	Approaches	Meets	Masters	Meets Change
Grade 8 Sci	68%	32%	9%	↓ 10%
Biology EOC	87%	33%	5%	↓ 8%

Insight: Science scores declined slightly across the board; the Masters level remains **very low**.

Social Studies (Grade 8 & U.S. History EOC)

Test	Approaches	Meets	Masters	Meets Change
Grade 8 Social St.	73%	42%	20%	↓ 7%
U.S. History EOC	95%	69%	26%	↓ 14%

Insight: Social studies saw a notable **drop in high-level performance** on the U.S. History EOC.

English I & II EOCs

Course	Approaches	Meets	Masters	Meets Change
English I	56%	35%	5%	↓ 17%
English II	76%	44%	4%	↓ 18%

Insight: **Significant drop** in Meets-level performance in both English EOCs. A critical area for intervention.

Student Group Disparities (2023–24)

Group	Meets (All Grades)	Masters	Notes
Special Ed (Current)	7%	0%	**Very low** outcomes
Special Ed (Former)	17%	8%	Better than current, still below average
Economically Disadvantaged	38%	11%	Slightly below school-wide average
Emergent Bilinguals (EL)	39%	13%	~In line with average, but room for growth
Non-Continuously Enrolled	25%	7%	**Much lower** performance than continuously enrolled

Insight: Special education and mobility (non-continuous enrollment) correlate with **substantially lower scores**.

Strengths

Middle School Reading (Grades 7–8)

High Proficiency in Reading:

- **Grade 7 Reading**:
  - 91% Approaches, 66% Meets, 39% Masters
- **Grade 8 Reading**:
  - 91% Approaches, 68% Meets, **↑ 21% in Meets from 2023**
- **Insight**: Students are performing well in reading comprehension and analysis by 8th grade, with gains at the Meets level indicating improved rigor.

Social Studies (8th Grade & U.S. History)

U.S. History EOC:

- 95% Approaches, 69% Meets — one of the strongest areas overall

8th Grade Social Studies:

- 73% Approaches, 42% Meets, 20% Masters
- **Insight**: Strong understanding of historical content and civic concepts across middle and high school.

Biology EOC (Approaches Level)

- **87% of students met the Approaches level** — a solid baseline.
- **Insight**: Most students have a foundational understanding of biological science content.

Performance of Emergent Bilinguals

- Emergent Bilinguals (ELs):
  - 39% Meets, 13% Masters (on par with campus average)
- **Insight**: EL students are performing comparably with their peers — indicating effective language support programs.

Student Growth Potential

- While overall Meets/Masters rates declined, **the consistent high Approaches rates (75%+)** across subjects suggest:
  - A solid academic foundation
  - Potential for targeted instruction to **move students up to Meets/Masters**

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Achievement gaps persist between student subgroups, particularly for English Learners (ELs) and students receiving Special Education services, especially in reading and math.	Tier 1 instruction and intervention supports are not always differentiated effectively to meet the unique linguistic and cognitive needs of ELs and students with disabilities.
2	Overall performance on the STAAR exam, particularly in middle school math and reading, remains below district and state averages.	Instructional pacing and curriculum alignment have not consistently allowed for adequate spiral review and mastery before assessments, especially in tested grades.
3	Students demonstrate limited growth in writing across grade levels, as reflected in internal assessments and STAAR constructed response performance.	Writing is not consistently embedded across content areas, and students have insufficient opportunities for authentic, structured writing practice with feedback.
4	Student motivation and engagement in academic tasks are inconsistent, particularly among middle school students.	Lessons sometimes lack relevance, choice, or cultural responsiveness, and the current PBIS and SEL systems need to be more fully integrated into classroom routines to support engagement.

★ = Priority

School Processes & Programs

Summary

IDEA Montopolis College Preparatory offers a range of structured programs and processes aligned to the mission of ensuring all students graduate college-ready. The school implements a rigorous, TEKS-aligned curriculum grounded in research-based practices and informed by network-wide priorities. Curriculum materials serve as the foundation of instruction, with pacing guides and lesson internalization protocols ensuring alignment and consistency. Instruction is further strengthened by data-driven instruction (DDI) cycles, administered after each interim assessment, allowing for reteaching, small-group intervention, and strategic planning.

Professional development is ongoing and embedded into the weekly schedule. Teachers participate in Friday PD sessions focused on instructional planning, classroom management, and content-specific strategies. The coaching model, based on *Get Better Faster*, enables weekly one-on-one feedback cycles between teachers and their instructional leaders. Additionally, staff engage in IDEA's regional and district-wide professional learning opportunities. However, professional development often emphasizes compliance and tactical strategies over deepening content knowledge and long-term instructional capacity.

Leadership and decision-making at the campus are structured through a clear administrative hierarchy, with weekly leadership team meetings facilitating rapid adjustments based on student performance data. Grade Team Leaders also play a key role in communication and coordination. While leadership processes are data-informed and proactive, there is limited input from classroom teachers in key decision-making, which may hinder full staff buy-in.

Communication structures are strong, with weekly staff huddles, newsletters, and clearly communicated walkthrough expectations. Family communication occurs via Remind, ClassDojo, and in-person events such as conferences and family nights. There is an opportunity to deepen academic partnerships with families by focusing more on students' progress toward *Meets* and *Masters* level performance, not only passing (Approaches).

Organizationally, the campus operates on an extended-day schedule that includes designated blocks for tutoring and intervention. Scheduling includes Response to Intervention (RTI) blocks that prioritize reteaching for students below grade level. However, these structures often emphasize Approaches-level proficiency and may overlook the needs of bubble and advanced students who require enrichment to reach *Meets* or *Masters*.

Student support services are coordinated through the Student Support Team (SST), providing interventions for SPED, 504, English learners, and behavioral RTI. IDEA's college counseling program begins in the upper grades, with a strong emphasis on SAT/ACT preparation and postsecondary planning. While support services are robust, interventions tend to be reactive rather than strategic or tiered across student performance bands.

Extracurricular and cocurricular opportunities are available through sports, clubs, debate, and academic enrichment programs. Participation varies, and there is a need to ensure equitable access for all students, particularly those considered at risk. SEL is addressed through PBIS strategies, check-in/check-out systems, and an advisory curriculum, though continued emphasis is needed to ensure students' social-emotional needs are consistently met.

Technology is integrated through learning platforms such as Clever, Google Classroom, Khan Academy, and Nearpod. Assessment data is managed through DMAC and network-provided benchmarks. Technology use is prevalent, though integration is sometimes inconsistent or limited to compliance-driven tasks rather than transformational learning experiences.

Finally, IDEA's College-for-All culture permeates the campus and remains a cornerstone of the school identity. This cultural commitment, combined with strong instructional infrastructure, creates a foundation for continuous growth—provided that systems evolve to address rigor, teacher voice, and academic acceleration.

Strengths

1. **Curriculum Alignment and Pacing**
    - The school implements a rigorous, TEKS-aligned curriculum with clear pacing guides and internalization protocols, ensuring consistency and alignment across classrooms.

2. **Data-Driven Instruction (DDI)**
    - Frequent use of interim assessments and structured DDI cycles allows teachers to analyze student data, identify gaps, and reteach effectively. These cycles are embedded into weekly planning.
3. **Ongoing Professional Development**
    - Teachers receive weekly Friday professional development and individualized coaching using the *Get Better Faster* framework. Support is timely and focused on immediate instructional needs.
4. **Instructional Coaching Model**
    - A strong coaching culture exists, with weekly observation and feedback loops that support teacher development and growth, especially for new or developing teachers.
5. **Clear Leadership Structures**
    - Leadership teams meet regularly to analyze data, monitor progress, and coordinate support. Grade Team Leaders serve as effective liaisons between admin and instructional staff.
6. **Strong School Culture and College Readiness Focus**
    - IDEA's "College for All" mission is deeply embedded in campus culture, with high expectations for student achievement and long-term success.
7. **Use of Technology for Instruction and Assessment**
    - Platforms like Google Classroom, Clever, and DMAC are consistently used for instruction, data analysis, and communication. Technology enhances student engagement and access to resources.
8. **Extended-Day Schedule for Tutoring and RTI**
    - The school schedule includes dedicated blocks for intervention and reteaching, allowing for targeted instruction without sacrificing core academic time.
9. **Multitiered Support Systems**
    - RTI, SPED, ELL, and 504 support structures are in place, with coordinated Student Support Team (SST) meetings and systems for tracking student needs and progress.
10. **Family Communication and Engagement**
        - Regular communication through Remind, ClassDojo, and parent-teacher conferences ensures families are informed and involved in their child's academic progress.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	There are inconsistencies in the implementation of curriculum and instructional strategies across content areas, impacting alignment and instructional quality.	Professional development and coaching structures have focused heavily on tested subjects, with less frequent observation, feedback, and planning support for non-tested areas.
2	Technology is underutilized as an instructional tool in some classrooms, limiting opportunities for personalized learning and digital skill development.	While devices and platforms are available, there is a lack of ongoing training and planning time to integrate technology meaningfully into daily instruction.
3	Student participation in extracurricular and co-curricular programs is not equitably distributed across grade levels and demographic groups.	Limited transportation, scheduling conflicts, and lack of diverse programming options have contributed to access barriers, particularly for middle school students and students with additional responsibilities outside school.

★ = Priority

Perceptions

Summary

IDEA Montopolis College Preparatory fosters a strong college-going culture that is widely recognized and embraced by students, staff, and families. Stakeholders perceive the school as safe, structured, and academically rigorous, with teachers demonstrating high levels of commitment to student success. Relationships between students and teachers are a notable strength, promoting engagement and a sense of belonging. Families are active partners in the educational process, and communication between school and home is regular and mission-aligned.

However, opportunities remain for improvement. Students express a need for more voice, choice, and involvement in school life beyond academics, including extracurriculars and leadership roles. While staff feel supported professionally, concerns about workload, work-life balance, and long-term sustainability persist. Some families and students also highlight the importance of greater cultural representation and inclusivity in the school's programming. Additionally, clearer communication regarding support services, particularly for special populations such as English learners and students receiving special education services, is needed to ensure all stakeholders are fully informed and engaged.

Overall, the perception of IDEA Montopolis is positive and aligned with its mission, yet key areas for growth remain in promoting inclusivity, supporting staff wellness, and elevating student and family voice.

Strengths

1. **College-Going Culture:**
   There is a strong, mission-driven focus on college readiness that is consistently communicated and reinforced with students, staff, and families. Students understand that academic achievement is critical for future success.
2. **Positive Student-Teacher Relationships:**
   Students report strong connections with teachers who hold high expectations while also providing support and encouragement. This contributes to a positive classroom environment and increased student engagement.
3. **Teacher Commitment and Morale:**
   Staff surveys and anecdotal evidence indicate that teachers are highly invested in student success and committed to continuous improvement. The coaching model contributes to professional growth and morale.
4. **Parental Support and Engagement:**
   Families are actively engaged through regular communication, events, and updates on student progress. There is a shared sense of responsibility between the school and parents for student outcomes.
5. **Safe and Structured Environment:**
   Students and parents perceive the campus as safe, orderly, and well-managed. Clear behavior expectations and consistent enforcement of policies foster a secure learning environment.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Not all students feel they have a strong voice or choice in shaping their school experience outside of academics, particularly in extracurriculars, leadership opportunities, and culturally relevant programming.	A traditionally academic-focused culture has prioritized college readiness benchmarks over holistic student development. Systems for capturing and acting on student voice are limited or inconsistently implemented.
2	Some families feel communication about specialized support services (e.g., SPED, ELL, SEL) lacks clarity and consistency, leading to confusion or missed opportunities for engagement.	Communication systems are primarily designed for general academic updates and compliance rather than tailored, accessible outreach to families of students receiving targeted support.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **HB3 CCMR goals**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**
- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**
- ☑ **Federal Report Card and accountability data**

Student Data: Assessments

- ☑ **State and federally required assessment information**
- ☑ **STAAR current and longitudinal results, including all versions**
- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **STAAR released test questions**
- ☑ **STAAR Emergent Bilingual (EB) progress measure data**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- ☑ **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- ☑ **SAT and/or ACT assessment data**

- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Goals

Goal 1 IDEA Montopolis will achieve "A" Campus Rating by September 2025 for the 25-26 school year.

Performance Objective 1

Strengthen Academic Excellence

Strategy 1

Use exit tickets daily to monitor mastery and adjust pacing; API checks for alignment and follows up in debriefs.

Formative Reviews

November	March	July

Strategy 2

Conduct weekly DDI meetings to reteach priority standards; API monitors plans and tracks reteach effectiveness.

Formative Reviews

November	March	July

Strategy 3

Facilitate PLCs weekly to review student work and plan high-quality instruction; API ensures agendas are followed and outcomes are applied.

Formative Reviews

November	March	July

Performance Objective 2

Strategy 1

Engage in coaching cycles bi-weekly with actionable feedback; API provides bite-sized next steps and tracks implementation.

Formative Reviews

November	March	July

Strategy 2

Administer STAAR-aligned practice and benchmark assessments every six to eight weeks; API review of results and guide reteach planning.

Formative Reviews

November	March	July

Strategy 3

Participate in monthly peer walkthroughs to observe and apply best practices; API schedules, tracks, and debriefs learning takeaways.

Formative Reviews

November	March	July

Performance Objective 3

Enhance Student Engagement & Support

Strategy 1

Lead daily small-group interventions, take attendance, and embed SEL routines; API reviews trackers and observes lessons for fidelity.

Formative Reviews

November	March	July

Strategy 2

Contact families for absences and re-engagement within 24 hours; API monitors follow-up logs and coaches on communication strategies.

Formative Reviews

November	March	July

Strategy 3

Implement weekly, consistent SEL practices to build culture; API debrief after walkthroughs and model strategies to strengthen delivery.

Formative Reviews

November	March	July

Goal 2 IDEA Montopolis achieves a 92.8% annual attendance rate for the 25-26 school year.

Performance Objective 1

ADA Visibility and Recognition

Strategy 1

Weekly awards for HR and Grade Levels with highest ADA for the previous week presented on Mondays

Formative Reviews

November	March	July

Strategy 2

Communicate ADA and tardy data in Weekly Operations Newsletter

Formative Reviews

November	March	July

Strategy 3

Execute weekly walkthroughs to check for ADA data at classroom entrances

Formative Reviews

November	March	July

Performance Objective 2

Chronic Absenteeism Intervention

Strategy 1

Lead Team members manage their caseloads of chronic absenteeism throughout the school year daily

Formative Reviews

November	March	July

Strategy 2

Execute ADA Huddle with fidelity daily for updates on chronic absenteeism caseloads managed by Lead Team

Formative Reviews

November	March	July

Strategy 3

Execute Attendance Escalation Matrix with fidelity weekly

Formative Reviews

November	March	July

Performance Objective 3

Family Communication

Strategy 1

Ensure instructional staff outreach to families of absent students daily

Formative Reviews

November	March	July

Strategy 2

Follow-up communication made to families of absent students not contacted by instructional staff by GTLs, Lead Team, or Operations daily

Formative Reviews

November	March	July

Strategy 3

Execute Attendance Intervention System daily communication to families of absent students

Formative Reviews

November	March	July

Goal 3 IDEA Montopolis will meet 82% Student Persistence for the 25-26 school year.

Performance Objective 1

Strengthen Family Engagement

Strategy 1

Conduct quarterly family conferences to review student progress and address concerns early

Formative Reviews

November	March	July

Strategy 2

Host monthly family engagement events

Formative Reviews

November	March	July

Strategy 3

Implement a "welcome call + monthly check-in" system for every family.

Formative Reviews

November	March	July

Performance Objective 2

Improve Student Experience & Belonging

Strategy 1

Launch student voice opportunities (council, surveys, focus groups) to increase ownership monthly

Formative Reviews

November	March	July

Strategy 2

Celebrate student milestones with monthly recognition (attendance, academics, character)

Formative Reviews

November	March	July

Strategy 3

Embed SEL lessons and advisory structures to build strong peer and adult relationships daily

Formative Reviews

November	March	July

Performance Objective 3

Provide Targeted Support for At-Risk Students

Strategy 1

Identify at-risk students through attendance, grades, and behavior data weekly; assign staff mentors quarterly

Formative Reviews

November	March	July

Strategy 2

Establish persistence action plans for families considering withdrawal weekly

Formative Reviews

November	March	July

Strategy 3

Coordinate weekly cross-team meetings (teachers, counselors, leaders) to track and respond to persistence risks

Formative Reviews

November	March	July

Goal 4 IDEA Montopolis will meet 84.1% full time staff retention for the 25-26 school year.

Performance Objective 1

Check-Ins

Strategy 1

Conduct strengths interviews with 100% of staff yearly

Formative Reviews

November	March	July

Strategy 2

Execute weekly or bi-weekly check-ins depending on caseload

Formative Reviews

November	March	July

Strategy 3

Ensure fidelity of Staff Development Cycle processes yearly

Formative Reviews

November	March	July

Performance Objective 2

Tacticals

Strategy 1

Execute weekly tacticals with fidelity

Formative Reviews

November	March	July

Strategy 2

Ensure fidelity to PTG schedule quarterly and all steps for regional PTG presentation

Formative Reviews

November	March	July

Strategy 3

Review schedule for upcoming week to align with upcoming events scheduled by the instructional team

Formative Reviews

November	March	July

Performance Objective 3

Recognition

Strategy 1

Ensure weekly shoutouts during tactical include instructional, operations, and regional team members

Formative Reviews

November	March	July

Strategy 2

Execute Team Member of the Month recognition

Formative Reviews

November	March	July

Strategy 3

Coordinate quarterly social events for the instructional and operations team

Formative Reviews

November	March	July

Goal 5

IDEA Montopolis meets enrollment targets, as set by the Board of Directors, by OATT reporting period on the 11th day of school of the 2026-2027 school year after an audit is finalized on the 16th day.

Performance Objective 1

82% Persistence and 95% Re-Registrations by 6/2/26

Strategy 1

Weekly or Bi-Weekly NTI Touchpoints

Formative Reviews

November	March	July

Strategy 2

Monthly Family Engagement Events

Formative Reviews

November	March	July

Strategy 3

Yearly Summer Family Communication and Engagement

Formative Reviews

November	March	July

Performance Objective 2

Rolling Enrollment

Strategy 1

Current school year enrollment takes place weekly in all grade levels with open seats until grade level is at capacity

Formative Reviews

November	March	July

Strategy 2

Offer option to enroll during current school year to families on the waitlist when a seat becomes available weekly

Formative Reviews

November	March	July

Strategy 3

Process transfers within IDEA in a timely manner to ensure a smooth transition weekly

Formative Reviews

November	March	July

Performance Objective 3

Recruitment, 82% NFO attendance by 11th DOS, and 60% of Registrations by 6/2/26

Strategy 1

80% of the Student Enrollment Coordinator schedule is spent executing recruitment activities daily

Formative Reviews

November	March	July

Strategy 2

Execute weekly NFO process with fidelity

Formative Reviews

November	March	July

Strategy 3

Backwards plan recruitment, registrations, and re-registrations yearly

Formative Reviews

November	March	July

Goal 6

100% of IDEA Montopolis graduates matriculate to college immediately after high school for the 25-26 school year.

Performance Objective 1

Strengthen College Knowledge & Readiness

Strategy 1

Deliver a structured college seminar course covering applications, financial aid, and transition skills every semester.

Formative Reviews

November	March	July

Strategy 2

Require all seniors to complete at least 3 college applications, FAFSA/TASFA, and scholarship submissions yearly

Formative Reviews

November	March	July

Strategy 3

Host quarterly "College Knowledge Nights" with families to guide them through the process

Formative Reviews

November	March	July

Performance Objective 2

Provide Individualized College Counseling

Strategy 1

Assign and monitor each senior a college counselor to monitor application, financial aid, and acceptance milestones quarterly

Formative Reviews

November	March	July

Strategy 2

Hold biweekly 1:1 check-ins with seniors to track progress and address barriers

Formative Reviews

November	March	July

Strategy 3

Develop individualized college match lists aligned to academic profile, interests, and financial need yearly

Formative Reviews

November	March	July

Performance Objective 3

Build Strong College-Going Culture

Strategy 1

Celebrate acceptances with campus-wide signing days, announcements, and recognition events quarterly

Formative Reviews

November	March	July

Strategy 2

Arrange at least two college visits per grade level (9-12) to build aspirations early yearly

Formative Reviews

November	March	July

Strategy 3

Create alumni panels and mentoring opportunities so seniors hear directly from graduates about college life every semester

Formative Reviews

November	March	July

Goal 7 Improve STAAR Meets Performance

Performance Objective 1 ☑ High Priority

Increase Academic Achievement (AA) average performance for ELA 1 from 26% to 46% and ELA II from 21% to 41% on STAAR tested subjects by May 2026.

Strategy 1

Implement weekly data-driven instruction (DDI) cycles with reteach plans targeting priority TEKS and student gaps identified in CFAs and benchmarks.

Strategy's Expected Result/Impact: Improved student mastery of priority TEKS through targeted reteach plans based on CFA and benchmark data.

Staff Responsible for Monitoring: ELA Assistant Principal, Principal, and ELA teacher

Formative Reviews

November	March	July

Goal 8 Decrease chronic absenteeism

Performance Objective 1

Decrease chronic absenteeism from 19.8 % to 10% or below for the 2025-2026 school year.

Strategy 1

Implement weekly attendance monitoring, personalized student and family outreach, and incentive programs for improved attendance.

Strategy's Expected Result/Impact: Decrease chronic absenteeism from 15% to below 10% to improve academic performance on state and national assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal of Operations, School Counselor, College Counselor, and Teachers.

Formative Reviews

November	March	July

Goal 9 Improve student academic achievement for Students Receiving Special Education Services

Performance Objective 1

Increase Special Education students performing at Meets Grade Level on STAAR by 15% for middle school ELA and Math by May 2026.

Strategy 1

Strengthen co-teaching models and ensure Special Education accommodations and Individual Educational Plan (IEP) goals are consistently implemented and monitored through biweekly classroom walkthroughs.

Strategy's Expected Result/Impact: Increase academic achievement and equitable access to grade-level instruction for students with disabilities through effective co-teaching and fidelity to IEP implementation.

Staff Responsible for Monitoring: Special Education Coordinator, Principal, Assistant Principals, School Counselor, and Teachers.

Formative Reviews

November	March	July

Goal 10 Improve student behavior and social-emotional development

Performance Objective 1

Decrease Tier 3 behavior referrals by 30% by March 2026 through targeted Social-Emotional Learning (SEL) interventions and schoolwide violence prevention and intervention strategies.

Strategy 1

Implement targeted SEL interventions, including small group counseling, behavior contracts, restorative practices, and staff training on de-escalation and trauma-informed care.

Strategy's Expected Result/Impact: Reduce Tier 3 behavior incidents by 30%, leading to a safer school environment, increased instructional time, and improved student emotional regulation and engagement.

Staff Responsible for Monitoring: Principal, Assistant Principals, School Counselor, College Counselor, Teachers

Formative Reviews

November	March	July

Performance Objective 2

Increase high school Fitness Ambassador participation from 10.11% to 75% promoting healthy habits, leadership, and positive peer influence.

Strategy 1

Set clear expectations and monthly goals to guide Fitness Ambassador recruitment. Recognize ambassadors through school-wide visibility, certificates, and incentives. Monitor participation regularly with staff check-ins to ensure consistent engagement and support.

Strategy's Expected Result/Impact: Promote healthy lifestyles, enhance student leadership, and foster a positive school culture through peer-led wellness initiatives.

Staff Responsible for Monitoring: PE Teachers, Principal, Assistant Principals, School Counselor, and College Counselor.

Formative Reviews

November	March	July

Goal 11 Increase the percentage of Emergent Bilingual (EB) students meeting their TELPAS growth goal

Performance Objective 1

Increase the percentage of Emergent Bilingual (EB) students meeting their TELPAS growth goal from 45% to 60% by the end of the 2025-2026 school year.

Strategy 1

Implement targeted language development interventions through weekly small-group instruction and ongoing teacher coaching focused on TELPAS-aligned skills.

Strategy's Expected Result/Impact: Accelerate English language proficiency and overall academic achievement for EB students, supporting their success across all content areas.

Staff Responsible for Monitoring: EB coordinators, Assistant Principal, Principal, and Classroom Teachers.

Formative Reviews

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
JULIO CESAR JASSO	TEACHER - INTERVENTIONIST	School-wide Program	1
THU YA AUNG	TEACHER - INTERVENTIONIST	School-wide Program	1
YOVANNA LIZETTE GUTIERREZ	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Najim Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:57 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 19

Support Systems and Other Data 19

Goals 20

Goal 1 : Increase overall academic achievement outcomes for STAAR performance. 21

Goal 2 : Increase achievement average for all sub population (EB. SPED and High Focus) 24

Goal 3 : IDEA Najim will increase student persistence 27

Goal 4 : IDEA Najim will increase and maintain staff retention 29

Goal 5 : Increase Kinder Enrollment 31

Title I Summary 33

Title I Personnel 34

Comprehensive Needs Assessment

Demographics

Summary

IDEA Najim 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 2024-2025 school year, Najim Academy enrolled 94% economically disadvantaged students, 13% special education, 70% Hispanic, 26% African American students . We obtain this data through surveys completed by parents or guardians at the time of enrollment. IDEA Najim serves 30% of its scholars in an emergent early exit bilingual program and received an "F" rating from the Texas Education Agency for the 2024-2025 School year. IDEA Najim academy retained 80% of its staff for the 2023-2024 school year. The student to teacher ratio at Najim academy is 28 to 1.

Strengths

IDEA Najim Demographic Strengths

1. IDEA Najim Academy is achieving it's mission of college for all in serving a majority of economically disadvantaged students. 95% of IDEA Najim students are economically disadvantaged.

2. IDEA Najim Academy retained 80% of its teachers for the 23-24 school year. This allows continuity and consistency for our students and allows teachers to become experts in their content.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	We had 78.5% new family persistence and 85.6% overall student persistence.	1. High mobility rate among our student population. 2. Leaders failed to have a backup plan for teacher vacancy which led to escalated behaviors and upset families.
2 ★	Our Average daily attendance was at 93.3% for the school year.	1. There is a lack of consistency in following up with families of chronic absent students. 2. Attendance Matrix protocols have not been followed and enforced consistently.

★ = Priority

Student Learning

Summary

Najim Academy was a "D" rated campus for the 22-23 school year, Najim Academy reached 62% of scholars reach approaches/31% reach meets/9% reach masters in all subjects. This led to a score of 74 in Domain 1. Najim Academy received a 94 in domain 2 for academic growth and a 79 in domain 3. Najim Academy received distinctions for Academic achievement in Reading/Language arts and top 25% Comparative growth. Preliminary results for 22-23 STAAR revealed that IDEA Najim Academy had 13% of 3rd-5th grade students score over a 70% on STAAR Math, 20% of 3rd-5th grade students scored over a 70% in STAAR reading, and 12% of 5th grade students scored over a 70% on STAAR Science. Final performance bands have not been released. Scholars in grades Pre K-2nd grade ended with 73% of the scholars reading on or above grade level according to our reading curriculum.

Strengths

Student Learning Strengths

1. IDEA Najim Academy implemented operating mechanisms consistently throughout the school year. (lesson rehearsals, lesson plan feedback, coaching conversations to ensure alignment, 1st teach observations) that led to gains in student achievement.

2. IDEA Najim Intervention team prioritized HP scholars during intervention. 100% of HB4545 eligible scholars met their required 30 hours of intervention in both reading and math

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	58% of 3rd-5th grade students scored approaches or above (40%) on 22-23 STAAR Math.	1. Tight loop coaching to mastery and aligning instruction started too late in the school year. 2. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.
2 ★	80% of 3rd-5th grade students scored below 70% on 22-23 STAAR Reading.	1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.
3 ★	73% of Kinder- 2nd Grade Scholars are reading at or above grade level.	1. Leaders failed to create a strategic backwards plan to support scholars who came in 2nd semester and were reading 1 or more years below grade level.

★ = Priority

School Processes & Programs

Summary

At Najim Academy, scholars engage in a variety of classes. Starting in Kinder, students rotate classes and engage with teachers who specialize in their content. Our curriculum varies by grade level as well. In Kinder- 2nd grade, scholars engage with Reading Transformations as their primary reading curriculum, Wit and Wisdom for Writing, Eureka Math for mathematics, Amplify for Science, and Insights for Social Studies. The teachers that teach each subject specialize in that one content area and they deliver that content to all of the students in their grade level. Scholars in 3rd- 5th grade at Najim Academy engage in TEKS based lessons for math and reading that are aligned to the Texas state standards. Scholars also engage in Accelerated Reader, Dreambox (Math Computer based curriculum), and PE as part of their elective classes. Throughout the day, scholars that are identified as high priority scholars also receive intervention. At Najim Academy, leaders are developed through on the spot coaching, observation feedback meetings, and instructional rounds which allow the leaders and teachers to receive timely feedback to help improve daily practices. During instructional rounds, leaders are assigned different tasks during observations so that observations are targeted and intentional. After instructional rounds leaders come up with immediate next steps for classes and receive feedback from other leaders. At Najim academy professional developments are planned and delivered based on the campus needs/gaps. We use a daily exit ticket tracker and assessment tracker that allows us to track student achievement data on a daily basis. Once we analyze data, we plan our professional developments to help respond to gaps. Leaders then provide appropriate follow up coaching for teachers. Leaders conduct observations daily and diagnose high leverage action steps for teachers that support student achievement. During these observations, leaders take low-inference data from student answers, participation, or student work and provide action step based on the data. Along with rigorous instruction and coaching, we have recently increased the amount of time dedicated to social-emotional learning at the school. Students engage in daily SEL lessons through our "Move this World" curriculum, which helps students understand their emotions and to respond to situations in a healthy way.

Strengths

School Processes and Program Strengths

- IDEA Najim retained 80% of Teachers during the 2023-2024 school year.
- 100% of eligible HB4545 scholars completed their required 30 hours of additional intervention in reading and math.
- IDEA Najim increased its Average Daily Attendance from 93.2% in the 22-23 school year to 93.3% in the 23-24 school year.
- IDEA Najim increased its Student Persistence from 66% in the 22-23 school year to 85.6% in the 23-24 school year.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Our student persistence strategies have not produced the intended results, which in turn has produced outcomes of a lost of 100 students each year for the past 2 years.	1. High mobility rate among our student population. 2. Leaders failed to have a backup plan for teacher vacancy which led to escalated behaviors and upset families.
2	Our teachers have struggled to internalize and deliver curriculum instruction with the majority of the teachers being new to the content.	1. Leaders failed to coach teachers to mastery in lesson internalization and lesson delivery. 2. Teachers struggled to internalize curriculum because they lacked content and pedagogical knowledge.

★ = Priority

Perceptions

Summary

After after failing to meet their staff retention goal for the 22-23 school year, IDEA Najim Academy is currently on track to meet their staff retention goal for the 23-24 school year, retaining 80.85% of staff. In the 23-24 school year, Idea Najim leaders implemented a staff engagement plan, which has helped invest teachers. Based on Survey data from teachers 73% of staff felt like IDEA Public Schools is a great organization to work for. 83% of teachers felt that they had at least one close friendship with another staff member. Some areas of opportunity included that 44% of staff felt that they were compensated fairly for the work that they do and 30% feel that IDEA Najim is an emotionally healthy place to work. IDEA Najim had >80% of it's families attend EOY awards ceremonies, >60% of families attended fall festival, spring fling event and valentine's day events (on average about 10 percent more than previous year). Parent engagement was much better than the previous year as a result of better communication, clear expectations, and successfully building relationships with families throughout the year.

Strengths

Perceptions Strengths

1. Family Communication- Communication with families increased and over 90% of teachers consistently met their communication goal of 10 calls per week. IDEA Najim parents rate IDEA Najim as 5/5 on the statement " My child's school communicates well with me" on Family Survey.

2. Family Engagement- Family Engagement at Najim Academy grew tremendously in the 23-24 school year. IDEA Najim had >80% of it's families attend EOY awards ceremonies, >60% of families attended fall festival, spring fling event and valentine's day events (on average about 10 percent more than previous year).

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	According to staff survey, 30% of Najim staff answered that it is an emotionally safe place to work.	1. Lack of adult investment in campus culture shifts. 2. Leaders have struggled to create and maintain trust with teachers.
2 ★	According to staff survey, only 42% of Najim staff enjoy coming to work.	1. Lack of adult investment in campus culture shifts. 2. Leaders have struggled to create and maintain trust with teachers.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Our student persistence strategies have not produced the intended results, which in turn has produced outcomes of a lost of 100 students each year for the past 2 years.	1. High mobility rate among our student population. 2. Leaders failed to have a backup plan for teacher vacancy which led to escalated behaviors and upset families.
2 ★	We had 78.5% new family persistence and 85.6% overall student persistence.	1. High mobility rate among our student population. 2. Leaders failed to have a backup plan for teacher vacancy which led to escalated behaviors and upset families.
3 ★	73% of Kinder- 2nd Grade Scholars are reading at or above grade level.	1. Leaders failed to create a strategic backwards plan to support scholars who came in 2nd semester and were reading 1 or more years below grade level.
4 ★	According to staff survey, 30% of Najim staff answered that it is an emotionally safe place to work.	1. Lack of adult investment in campus culture shifts. 2. Leaders have struggled to create and maintain trust with teachers.
5 ★	According to staff survey, only 42% of Najim staff enjoy coming to work.	1. Lack of adult investment in campus culture shifts. 2. Leaders have struggled to create and maintain trust with teachers.
6 ★	Our Average daily attendance was at 93.3% for the school year.	1. There is a lack of consistency in following up with families of chronic absent students. 2. Attendance Matrix protocols have not been followed and enforced consistently.

7 ★	80% of 3rd-5th grade students scored below 70% on 22-23 STAAR Reading.	1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.
8 ★	58% of 3rd-5th grade students scored approaches or above (40%) on 22-23 STAAR Math.	1. Tight loop coaching to mastery and aligning instruction started too late in the school year. 2. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Texas approved PreK - 2nd grade assessment data**

- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**

Goals

Goal 1 Increase overall academic achievement outcomes for STAAR performance.

Performance Objective 1 ☑ High Priority

IDEA Najim AC will increase the overall achievement average on the STAAR Math and ELA exam from 24% to 40% in the 25/26 SY.

Evaluation Data Source: Lesson plan, Exit Ticket data, 1st teach observation, district assessments and STAAR

Strategy 1

100% of Teacher will be rated proficient in Guidepost 1 lesson internalization by September 2025.

Strategy's Expected Result/Impact: The impact of teachers being rated as proficient creates opportunities for students to receive high quality instruction.

Staff Responsible for Monitoring: Principal & APIs

Problem Statements: Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	58% of 3rd-5th grade students scored approaches or above (40%) on 22-23 STAAR Math.	1. Tight loop coaching to mastery and aligning instruction started too late in the school year. 2. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.
2	80% of 3rd-5th grade students scored below 70% on 22-23 STAAR Reading.	1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

Performance Objective 2 ☑ High Priority

IDEA Najim AC will achieve growth at 70% for STAAR Math and ELA in the 25/26 SY.

Evaluation Data Source: Accountability Dashboard, IA exams, internal exams

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Daily/weekly updates of the executive tracker to improve student outcomes by ensuring leaders have accurate causes and outcomes to improve student performance for the 25/26 SY.

Strategy's Expected Result/Impact: Maintain and update the executive tracker daily and weekly to ensure leaders have accurate, timely data on causes and outcomes that drive improved student performance and inform decision-making for the 25-26 school year.

Staff Responsible for Monitoring: Principal, API and Teachers

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress	Some Progress	
November	**March**	**July**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	80% of 3rd-5th grade students scored below 70% on 22-23 STAAR Reading.	1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

Goal 2 Increase achievement average for all sub population (EB. SPED and High Focus)

Performance Objective 1 ☑ High Priority

49% of EB scholars will meet expected TELPAS progress or maintain advance high composite scores

Evaluation Data Source: Mock TELPAS benchmark (Summit K-12)

Strategy 1

Implement Summit K-12 usage during academic block, science, social studies and at home use.

Strategy's Expected Result/Impact: Overall scholars on TELPAS will increase from 34 to 68.

Staff Responsible for Monitoring: All instructional staff and Lead Team

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	58% of 3rd-5th grade students scored approaches or above (40%) on 22-23 STAAR Math.	1. Tight loop coaching to mastery and aligning instruction started too late in the school year. 2. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.
2	80% of 3rd-5th grade students scored below 70% on 22-23 STAAR Reading.	1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

Performance Objective 2 ☑ High Priority

SPED scholars will increase their STAAR academic achievement score from 13 to a 23.

Evaluation Data Source: All district assessments

Strategy 1

SPED teachers be rated Proficient on 1D by the end of September 2025. Review gen ed teachers lesson plan internalization include in class support.

Strategy's Expected Result/Impact: SPED teachers be rated Proficient on 1D by the end of September 2025. AA an increase of 5 points after each district assessments.

Staff Responsible for Monitoring: SPED Teachers and Gen ED

Problem Statements: Student Learning 1, 2

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	No Progress	

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	58% of 3rd-5th grade students scored approaches or above (40%) on 22-23 STAAR Math.	1. Tight loop coaching to mastery and aligning instruction started too late in the school year. 2. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.
2	80% of 3rd-5th grade students scored below 70% on 22-23 STAAR Reading.	1. There was inconsistent lesson plan feedback, which led to misalignment for a good part of the school year. 2. Tight coaching to mastery and aligning instruction started too late in the school year. 3. Leaders inconsistently coached first teach instruction, which led to gaps in student learning.

Goal 3 IDEA Najim will increase student persistence

Performance Objective 1 ☑ High Priority

74% of 1st - 5th grade Najim AC scholars will persistence in the 25/26 SY.

Evaluation Data Source: Persistence Dashboard - Mission List

Strategy 1

Staff will implement proactive family engagement and targeted scholar support through MTSS and relationship-building initiatives. Staff will monitor persistence data biweekly and act swiftly to address early warning signs.

Strategy's Expected Result/Impact: The results of this strategy will build positive relationship with students and families.

Staff Responsible for Monitoring: Principal, APIs and teachers

Problem Statements: Demographics 1

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	We had 78.5% new family persistence and 85.6% overall student persistence.	1. High mobility rate among our student population. 2. Leaders failed to have a backup plan for teacher vacancy which led to escalated behaviors and upset families.

Performance Objective 2 ☑ High Priority

Lead Team and GTLs' will own a focus group to make daily contact with students who are absent and provide support services for chronically absent scholars - decrease from 21.89% to 16.5%.

Evaluation Data Source: Stream, Powerschool and Focus group data collection

Strategy 1

Daily ADA Huddle will focus on grade level daily attendance, mission list student. Each leader will create a plan to maintain our current enrollment and connect with families to ensure they of the long-term benefit of being a Najim Star

Strategy's Expected Result/Impact: The impact will be partnership with families

Staff Responsible for Monitoring: All Staff

Problem Statements: Demographics 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Our Average daily attendance was at 93.3% for the school year.	1. There is a lack of consistency in following up with families of chronic absent students. 2. Attendance Matrix protocols have not been followed and enforced consistently.

Goal 4 IDEA Najim will increase and maintain staff retention

Performance Objective 1 ☑ High Priority

IDEA Najim Academy will maintain 85% of staff positions throughout the 2025-2026 school year.

Evaluation Data Source: Staff Retention Dashboard

Strategy 1

I will foster a culture of belonging, recognition, and growth by investing in staff development, wellness, and leadership pathways. Through consistent coaching, transparent communication, and strategic retention planning, we will maintain at least 85% of staff positions throughout the 2025-2026 school year.

Strategy's Expected Result/Impact: When the APO and EC are supported by the campus leaders' staff will stay invested in the campus success.

Staff Responsible for Monitoring: Principal and APO

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November	March	July
Moderate Progress	No Progress	

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	According to staff survey, only 42% of Najim staff enjoy coming to work.	1. Lack of adult investment in campus culture shifts. 2. Leaders have struggled to create and maintain trust with teachers.

Performance Objective 2 ☑ High Priority

IDEA Najim Academy will maintain 85% of staff for all Lead Teachers throughout the 2025-2026 school year.

Evaluation Data Source: Staff Retention Dashboard - Mission List

Strategy 1

I will foster a culture of belonging, recognition, and growth by investing in staff development, wellness, and leadership pathways. Through consistent coaching, transparent communication, and strategic retention planning, we will maintain at least 85% of staff positions throughout the 2025-2026 school year

Strategy's Expected Result/Impact: When teachers feel supported that will create a learning environment that is inviting and students are giving the opportunity to achieve their academic goals.

Staff Responsible for Monitoring: Principal & APIs

Problem Statements: Perceptions 2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

November	March	July
Moderate Progress	No Progress	

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	According to staff survey, only 42% of Najim staff enjoy coming to work.	1. Lack of adult investment in campus culture shifts. 2. Leaders have struggled to create and maintain trust with teachers.

Goal 5 Increase Kinder Enrollment

Performance Objective 1 ☑ High Priority

IDEA Najim Academy will enroll 75 scholars in kindergarten for the 26/27 SY.

Evaluation Data Source: Enrollment Dashboard - Mission List

Strategy 1

APO and EC will develop monthly met and greet events at local daycare and homeschool sites.

Strategy's Expected Result/Impact: The impact is that we will meet our enrollment goal for the 26-27 SY

Staff Responsible for Monitoring: APO, Enrollment coordinator and Principal

Problem Statements: Demographics 2 - Student Learning 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Our Average daily attendance was at 93.3% for the school year.	1. There is a lack of consistency in following up with families of chronic absent students. 2. Attendance Matrix protocols have not been followed and enforced consistently.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	73% of Kinder- 2nd Grade Scholars are reading at or above grade level.	1. Leaders failed to create a strategic backwards plan to support scholars who came in 2nd semester and were reading 1 or more years below grade level.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
MERCEDES CANSINO VALENTIN	COTEACHER	School-wide Program	1
Vacant	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools



Najim College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:57 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 12

Priority Problem Statements 14

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 19

Employee Data 19

Parent/Community Data 19

Support Systems and Other Data 19

Goals 20

Goal 1 : Najim CP seniors will achieve the state of Texas College Career and Military Rea... 21

Goal 2 : IDEA Najim will increase overall academic achievement average on STAAR ELA a... 24

Goal 3 : Najim will increase student persistence and meet district benchmarks monthly. 33

Goal 4 : Najim CP will increase ADA 37

Goal 5 : Increase staff retention 38

Title I Summary 39

Title I Personnel 40

Funding Summary 41

SCE Accelerated Instruction (PIC 24) 42

IDEA-B (4130) 42

State SPED (PIC 23) 42

State BESL (PIC 25) 42

Title I Parent Reservation (4120-PAR) 43

Comprehensive Needs Assessment

Demographics

Summary

IDEA Najim College Prep is a open enrollment charter school offering qualitative yet rigorous academics. Additionally, we offer robust sports and athletics for both middle and high school students. We are apart of a charter network that stands on a mission of college for all serving all demographics of students in the San Antonio community. Currently, we serve 366 students 6th-11th grades. Our campus was founded in 2017. It will be full scale with our first graduating class in 2024.

The school's demographics include 93% Eco Dis| 65% African American | 23% Hispanic | 13% SPED.

Strengths

Some highlights of our campus that attribute to our strengths are:

1. 83% of our returning students persisted with us. This was 4.3% pts higher than the 21-22 SY.

2. Parental engagement was tracked at 85% or more monthly for all events,

3. We are inclusive of a diverse staff that meet the needs of all diverse learners in our school community; inclusive of bi-lingual.

4. We offer Advanced Placement for all HS students regardless of GPA.

5. We are top in the SA region with students being On Track to Graduate; maintaining 100% quarterly for the year.

6. We increased community partnerships by four; bringing restorative programming and resources to our families to improve SEL, food security, counseling and community service opportunities.

7. We garnered state championships in several sports resulting in increased athletic participation, college away programs and training for athletes.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Average daily attendance showed a decrease from the targeted benchmark of 97%. Trends of chronic absenteeism amongst students in all grade levels were prevalent.	The ADA matrix was not enforced resulting in low accountability from leaders. There was a gap in the timeline and no clear owner to follow it with fidelity for measurable outcomes.
2 ★	Behaviors exhibiting possession of THC/vape pens/ marijuana use accounted for 20% of increased administrative referrals resulting in expulsion hearings for the 22-23 SY.	There was a lack of planning for this Tier 3 behavior. Also, no immediate campus or district wide restorative programming/resources for students and families to combat this behavior.

★ = Priority

Student Learning

Summary

IDEA Najim is currently an A-rated campus. This was based on accountability data for the 21-22 SY. Final results are in pending status for the 22-23SY. Below are some highlights that attributed to campus growth and areas of improvement for progression:

Highlights:

- Top 3% in region in Biology
- Increased 23% pts from Semester exam to Mock exams in middle school ELA
- implementation of intervention supports; met 100% HB4545 for high priority scholars
- Consistent normed instructional rounds; providing on the spot coaching and feedback
- Routine data conversations with tracking mechanisms for staff to grow data & close gaps with urgency
- Attained AR-Hotspot honor roll/PE honor roll
- CSI met 60% growth
- STAAR Alt 80% pass rate

Areas of Growth

- Structured mechanisms and fidelity to exit ticket sorts in all tested contents; inclusive of strong data sorts after 1st teach
- Consistency with observations after 1st teach observations
- Timely lesson plan feedback from APIs to target daily instructional practices {namely misconceptions)
- 8th grade ELA supports and intervention to close learning gaps
- targeted intervention strategies to strengthen meets and masters % growth

Strengths

IDEA Najim CP maintained sustained mechanisms for scholar success.

- Daily lesson rehearsals with feedback for staff
- Individual student TEKS trackers for accountability measures.
- Criteria for success identifiers in all classroom spaces for consistent trends
- Uniformed campus annotations
- Aligned formative and summative assessment data
- scratch to screen implementation for daily practice aligned to STAAR
- Daily intervention and tutorials embedded in the educational program to provide additional support to students (not limited to Saturday boot camps)

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	6th-8th grade reading has decreased percentages in our meets and masters categories; below the benchmark.	Class observations often focused on beginning of class, framing and release; often reduced attention to the independent practice and student actions=learner outcomes.
2 ★	8th grade data spiraled into a decline below the 50% threshold for 1-3 quarter.	1. Inconsistent teacher in ELA/Humanities due to lack of staff retention. 2. Gaps of learning grew and was consistent with no accountability measures in place. 3. Substitutes used for a prolonged period of time and often not prioritized.

★ = Priority

School Processes & Programs

Summary

Najim CP has a solid administrative team, which consists of: Principal, 2-assistant principals of instruction, director of college counseling, student success advisor. In addition, our campus offers robust programming with stellar processes for a well-rounded school culture and climate. See areas of success broken into 3 domains:

Training/development

- Weekly PD sessions with best practices and GET focus
- Biweekly PLCs led by CTLs
- Weekly check ins with direct manager to provide two way feedback
- Monthly principal touchpoints (lunch n learns, pulse checks, SBDM, etc)
- Data convos after all formative assessments
- Exit ticket huddles
- Grade level GTLs/meetings every Wednesday
- Weekly CTL meetings/instructional tactical to go over trends, highlights

Communication

- parent communication tracker (weekly log)
- Remind/Facebook
- Principal newsletter weekly
- counselor corner weekly
- STAR tribune student newsletter (monthly)
- Weekly lead tactical
- 90|60|30 meetings-academic progress
- district PD/Course collab

Curriculum

- MTW to enhance SEL on campus
- IXL/iReady-intervention support for HB4545 scholars
- ACT mastery prep for targeted test prep/TSIA
- Royal readers/Math masters
- 1:1 technology
- District content curriculum 6th-12th grade
- CTE-new offering 23-24SY Computer science

Extra-curricular

- clubs (Art, Glee, Student council, Drama, Chess, Yearbook, Creative writing/poetry)
- MS/HS sports (basketball, track, cross country, volleyball, soccer, flag football) Texas Charter League affiliation
- male/female sports

Strengths

Panorama results confirm the following strengths; which promote sustainability:

Safety

I know what to do in case of an emergency. I am familiar with our schools emergency protocols; Lockdown, Hold, Secure, Shelter and Evacuate. 4.9

My teachers have talked to me about safety 4.7

My teachers challenge me to do my best. 4.2

I have a best friend at school 4.4

How many of your teachers are respectful to you. 4.1

Teacher career pathway survey results:

I believe my teacher really cares about me. 4.5

My teachers makes sure that all students in this class are successful. 4/7

In my teachers class we learn a lot. 4.6

When my teacher notices that I don't understand something, they help me until I do understand it. 4.8

In this class, we stay busy and don't waste time. 4.6

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	We currently trend 77% staff retention.	1. Leaders failed to successfully onboard new hires. 2. There was no defined hiring non-negotiables. 3. Core value strand-best fit best match (not adhered) to. 4. New staff struggled to align with culture expectations set by leaders 5. Late hires do not receive the same quality onboarding as new hires at BOY
2 ★	Enrollment/ persistence is below benchmark and has been consistently over the past 5 years. +met enrollment 22-23 SY (1st time)	1. Leaders did not market Najim showcasing campus highlights or following a true model for success. 2. Lack of partnerships in the community to invite to campus engagement events and open houses. 3. Poor turnout at school engagement events, NTI family socials to promote school pride and connectivity

★ = Priority

Perceptions

Summary

IDEA Najim College Prep has maintained a strong presence in the Eastside community with continuous open enrollment throughout the year, Overall, families report satisfaction with our culture (structured environment), top tier support with special programs (sped/504); Parents shared appreciation for the "drop everything and respond" method when concerns arise and that leaders are very responsive. Additionally, students have access to the student success advisor and have shown progress in healthy friendship building, social emotional needs and dealing with feelings.

Strengths

1. Parent concerns are addressed in a timely manner and handled with discretion.

2. Leaders and teachers collaborate on best practices and strategies to support special pop scholars.

3. Teachers and students are abreast of how to request SEL support from campus SSA.

4. Parents feel welcomed and excited with our engagement events and enjoy time on campus.

5. Parents are committed to our college going mission. Support CCMR activities, meetings and field lessons.

6. We have a diverse staff to accommodate our demographic needs (bi-lingual/Afr-Amer/other) of parents and students.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Parents want more course offerings and certificate programs for scholars to broaden their reach toward college/career goals.	There is a lack of elective offerings and diploma tracks. Currently, we have no programming that yield certification of interest for 20% of HS scholars. (Computer programs, CPR, para-professional, financial literacy, etc.)
2 ★	Families have expressed that we do not consistently send campus communication translated into their native language.	There is no clear owner/partnership to support with translation for all campus communication. (remind, newsletters, etc.)

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Average daily attendance showed a decrease from the targeted benchmark of 97%. Trends of chronic absenteeism amongst students in all grade levels were prevalent.	The ADA matrix was not enforced resulting in low accountability from leaders. There was a gap in the timeline and no clear owner to follow it with fidelity for measurable outcomes.
2	Behaviors exhibiting possession of THC/vape pens/ marijuana use accounted for 20% of increased administrative referrals resulting in expulsion hearings for the 22-23 SY.	There was a lack of planning for this Tier 3 behavior. Also, no immediate campus or district wide restorative programming/resources for students and families to combat this behavior.
3	We currently trend 77% staff retention.	1. Leaders failed to successfully onboard new hires. 2. There was no defined hiring non-negotiables. 3. Core value strand-best fit best match (not adhered) to. 4. New staff struggled to align with culture expectations set by leaders 5. Late hires do not receive the same quality onboarding as new hires at BOY
4	Enrollment/ persistence is below benchmark and has been consistently over the past 5 years. +met enrollment 22-23 SY (1st time)	1. Leaders did not market Najim showcasing campus highlights or following a true model for success. 2. Lack of partnerships in the community to invite to campus engagement events and open houses. 3. Poor turnout at school engagement events, NTI family socials to promote school pride and connectivity
5	Parents want more course offerings and certificate programs for scholars to broaden their reach toward college/career goals.	There is a lack of elective offerings and diploma tracks. Currently, we have no programming that yield certification of interest for 20% of HS scholars. (Computer programs, CPR, para-professional, financial literacy, etc.)
6	6th-8th grade reading has decreased percentages in our meets and masters categories; below the benchmark.	Class observations often focused on beginning of class, framing and release; often reduced attention to the independent practice and student actions=learner outcomes.

7 ★	8th grade data spiraled into a decline below the 50% threshold for 1-3 quarter.	1. Inconsistent teacher in ELA/Humanities due to lack of staff retention. 2. Gaps of learning grew and was consistent with no accountability measures in place. 3. Substitutes used for a prolonged period of time and often not prioritized.
8 ★	Families have expressed that we do not consistently send campus communication translated into their native language.	There is no clear owner/partnership to support with translation for all campus communication. (remind, newsletters, etc.)

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Effective Schools Framework data**
- [x] **Accountability Distinction Designations**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**

- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Najim CP seniors will achieve the state of Texas College Career and Military Readiness (CCMR) standards.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

90% of Najim CP Seniors will achieve passing status on the Texas Student Initiative Assessment (TSIA) in the 25/26 school year.

Evaluation Data Source: MATH AND ELA INTERVERVENTION SUPPORT WITH WRITING TECNIQUES FOR PROFICIENCY.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Targeted tutoring support with specific interventions to support below level scholars.

Strategy's Expected Result/Impact: Increase proficiency scores to attain passing score for exemption.

Staff Responsible for Monitoring: DCC-George Vegerano
Jessica Larson

Problem Statements: Demographics 1 - Student Learning 1, 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Average daily attendance showed a decrease from the targeted benchmark of 97%. Trends of chronic absenteeism amongst students in all grade levels were prevalent.	The ADA matrix was not enforced resulting in low accountability from leaders. There was a gap in the timeline and no clear owner to follow it with fidelity for measurable outcomes.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	6th-8th grade reading has decreased percentages in our meets and masters categories; below the benchmark.	Class observations often focused on beginning of class, framing and release; often reduced attention to the independent practice and student actions=learner outcomes.
2	8th grade data spiraled into a decline below the 50% threshold for 1-3 quarter.	1. Inconsistent teacher in ELA/Humanities due to lack of staff retention. 2. Gaps of learning grew and was consistent with no accountability measures in place. 3. Substitutes used for a prolonged period of time and often not prioritized.

Performance Objective 2

☑ **High Priority** ☑ **HB3 Goal**

75% of Najim CP seniors will attain a 2% increase on ACT test. on subsequent attempts in the 25/26 school year.

Evaluation Data Source: Practice tests, ACT mastery prep exit ticket data.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

☑ **Targeted Support Strategy** ☑ **Additional Targeted Support Strategy**

Embed a test prep period in the master schedule for all 10th-12th grade scholars. Provide research based curriculum to aid in intervention support in reading/math to aid in exemptions for CCMR.

Strategy's Expected Result/Impact: Increase in ACT scores to align with Tier 1/2 acceptances.

Staff Responsible for Monitoring: DCC-George Vegerano
Math-Mr. Collins. math teacher
ELA-Dr. Oliver, teacher leader

Problem Statements: Student Learning 1, 2

Title I: 2.5.2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	6th-8th grade reading has decreased percentages in our meets and masters categories; below the benchmark.	Class observations often focused on beginning of class, framing and release; often reduced attention to the independent practice and student actions=learner outcomes.
2	8th grade data spiraled into a decline below the 50% threshold for 1-3 quarter.	1. Inconsistent teacher in ELA/Humanities due to lack of staff retention. 2. Gaps of learning grew and was consistent with no accountability measures in place. 3. Substitutes used for a prolonged period of time and often not prioritized.

Goal 2 IDEA Najim will increase overall academic achievement average on STAAR ELA and Math.

Performance Objective 1 ☑ High Priority

80% of 6th-10th-grade students will meet growth goals in ELAR/Math.

Evaluation Data Source: Mock and semester exam data, internal exams and exit ticket data.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

In accordance with the prioritized needs assessment, we will implement effective instructional strategies in core
subjects at all grade levels to improve the academic achievement of diverse learners and close the identified achievement gaps.

Strategy's Expected Result/Impact: In 6th-8th grade levels, the percentage of All Students/All Tests who reach Meets Grade Level
will increase from 45% to 50% by May 2024.

Staff Responsible for Monitoring: Instructional team, Principal|APIs|SPED|Interventionists

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Teachers will ensure mastery of TEKS in reading/writing through effective lesson planning.

Strategy's Expected Result/Impact: State and district assessment data; teacher feedback; lesson plans, walk-through
documentation

Staff Responsible for Monitoring: Principal|APIs

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	6th-8th grade reading has decreased percentages in our meets and masters categories; below the benchmark.	Class observations often focused on beginning of class, framing and release; often reduced attention to the independent practice and student actions=learner outcomes.
2	8th grade data spiraled into a decline below the 50% threshold for 1-3 quarter.	1. Inconsistent teacher in ELA/Humanities due to lack of staff retention. 2. Gaps of learning grew and was consistent with no accountability measures in place. 3. Substitutes used for a prolonged period of time and often not prioritized.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	We currently trend 77% staff retention.	1. Leaders failed to successfully onboard new hires. 2. There was no defined hiring non-negotiables. 3. Core value strand-best fit best match (not adhered) to. 4. New staff struggled to align with culture expectations set by leaders 5. Late hires do not receive the same quality onboarding as new hires at BOY
2	Enrollment/ persistence is below benchmark and has been consistently over the past 5 years. +met enrollment 22-23 SY (1st time)	1. Leaders did not market Najim showcasing campus highlights or following a true model for success. 2. Lack of partnerships in the community to invite to campus engagement events and open houses. 3. Poor turnout at school engagement events, NTI family socials to promote school pride and connectivity

Performance Objective 2 ☑ High Priority

ICP: 6th-9th grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 40% to 48% in Spring 2025. (HB3)

Evaluation Data Source: STAAR/EOC data| district assessments|

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Provide accelerated instruction to all students who do not meet the standard on their last STAAR/EOC assessments in accordance
with HB4545 standards.

Strategy's Expected Result/Impact: Accelerated instruction will lead to increased student success.
Evidence: State data; benchmark data; screening and progress monitoring data

Staff Responsible for Monitoring: Principal/APIs

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	6th-8th grade reading has decreased percentages in our meets and masters categories; below the benchmark.	Class observations often focused on beginning of class, framing and release; often reduced attention to the independent practice and student actions=learner outcomes.
2	8th grade data spiraled into a decline below the 50% threshold for 1-3 quarter.	1. Inconsistent teacher in ELA/Humanities due to lack of staff retention. 2. Gaps of learning grew and was consistent with no accountability measures in place. 3. Substitutes used for a prolonged period of time and often not prioritized.

Performance Objective 3

ICP: 20% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Source: Telpas mock|Telpas tutorials|Telpas assessment

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Ensure teachers identify all EB scholars at BOY and throughout the year. Provide PD on EB supports in the classroom. Perform observations to ensure fidelity to strategies are implemented daily and track progress.

Staff Responsible for Monitoring: Tara Hunter-campus EL coordinator

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Average daily attendance showed a decrease from the targeted benchmark of 97%. Trends of chronic absenteeism amongst students in all grade levels were prevalent.	The ADA matrix was not enforced resulting in low accountability from leaders. There was a gap in the timeline and no clear owner to follow it with fidelity for measurable outcomes.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	6th-8th grade reading has decreased percentages in our meets and masters categories; below the benchmark.	Class observations often focused on beginning of class, framing and release; often reduced attention to the independent practice and student actions=learner outcomes.

Performance Objective 4

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

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Identify HB1416 scholars and provide enrichment/tutorials to maximize their success. All minutes will be tracked and logged in power school for compliance. (beginning with summer school)

Strategy's Expected Result/Impact: Meet compliance and provide additional support to remediate scholars.

Staff Responsible for Monitoring: Grade team leaders
Content leaders
Math API
ELAR API

Problem Statements: Demographics 1, 2 - Student Learning 1

Funding Sources: HB1416 SCE Accelerated Instruction (PIC 24), $21,256.88

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress		
November	**March**	**July**

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Average daily attendance showed a decrease from the targeted benchmark of 97%. Trends of chronic absenteeism amongst students in all grade levels were prevalent.	The ADA matrix was not enforced resulting in low accountability from leaders. There was a gap in the timeline and no clear owner to follow it with fidelity for measurable outcomes.
2	Behaviors exhibiting possession of THC/ vape pens/marijuana use accounted for 20% of increased administrative referrals resulting in expulsion hearings for the 22-23 SY.	There was a lack of planning for this Tier 3 behavior. Also, no immediate campus or district wide restorative programming/ resources for students and families to combat this behavior.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	6th-8th grade reading has decreased percentages in our meets and masters categories; below the benchmark.	Class observations often focused on beginning of class, framing and release; often reduced attention to the independent practice and student actions=learner outcomes.

Performance Objective 5 ☑ High Priority

ICP: 15% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Source: Internal assessments, exit tickets, EOM tests, SE and Mock exams.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Ensure compliance with sped push in support minutes. Provide consistent intervention strategies and ensure regular attendance of tutorials for increased academic gains.

Staff Responsible for Monitoring: Terrell Walker-sped lead teacher

Problem Statements: Student Learning 1, 2 - Perceptions 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	6th-8th grade reading has decreased percentages in our meets and masters categories; below the benchmark.	Class observations often focused on beginning of class, framing and release; often reduced attention to the independent practice and student actions=learner outcomes.
2	8th grade data spiraled into a decline below the 50% threshold for 1-3 quarter.	1. Inconsistent teacher in ELA/Humanities due to lack of staff retention. 2. Gaps of learning grew and was consistent with no accountability measures in place. 3. Substitutes used for a prolonged period of time and often not prioritized.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parents want more course offerings and certificate programs for scholars to broaden their reach toward college/ career goals.	There is a lack of elective offerings and diploma tracks. Currently, we have no programming that yield certification of interest for 20% of HS scholars. (Computer programs, CPR, para-professional, financial literacy, etc.)
2	Families have expressed that we do not consistently send campus communication translated into their native language.	There is no clear owner/partnership to support with translation for all campus communication. (remind, newsletters, etc.)

Performance Objective 6 ☑ High Priority

Najim CP: will achieve a 10% increase in ELA/Math overall AA as measured by STAAR accountability testing
Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

Evaluation Data Source: Mock assessments: Internal assessments, exit ticket tracker, BOY|MOY|EOY

Goal 3 Najim will increase student persistence and meet district benchmarks monthly.

Performance Objective 1

Najim CP: Campus receive a score of proficient or higher on the campus safety scorecard for the 2025- 26 school year (TEC 11.253(d)(8))

Evaluation Data Source: Campus Scorecard

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Create a culture of joy on campus by hosting monthly student engagement events. Roll out after school clubs and extra-curricular activities. Celebrate and recognize our students hard work. Own fidelity to campus safety drills to ensure a safe protocols.

Strategy's Expected Result/Impact: Increase overall persistence

Staff Responsible for Monitoring: School counselor-Sydney Dennerline
Principal
API

Problem Statements: Demographics 1, 2

Title I: 2.5.1, 2.5.2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 2

Cultivate student ambassadors per grade level to illicit touchpoints throughout the year.

Strategy's Expected Result/Impact: student voice, sense of belonging and increase persistence.

Staff Responsible for Monitoring: School counselor

Problem Statements: Demographics 1, 2 - Perceptions 2

Title I: 2.5.1

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Average daily attendance showed a decrease from the targeted benchmark of 97%. Trends of chronic absenteeism amongst students in all grade levels were prevalent.	The ADA matrix was not enforced resulting in low accountability from leaders. There was a gap in the timeline and no clear owner to follow it with fidelity for measurable outcomes.
2	Behaviors exhibiting possession of THC/ vape pens/marijuana use accounted for 20% of increased administrative referrals resulting in expulsion hearings for the 22-23 SY.	There was a lack of planning for this Tier 3 behavior. Also, no immediate campus or district wide restorative programming/ resources for students and families to combat this behavior.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Families have expressed that we do not consistently send campus communication translated into their native language.	There is no clear owner/partnership to support with translation for all campus communication. (remind, newsletters, etc.)

Performance Objective 2

Najim CP: 100% of schools 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))

Strategy 1

We will foster opportunities to maintain engagement with families for investment and increase persistence.

Problem Statements: Demographics 1 - Student Learning 1

Funding Sources: Title I parent reservation Title I Parent Reservation (4120-PAR), $2,294.34

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Average daily attendance showed a decrease from the targeted benchmark of 97%. Trends of chronic absenteeism amongst students in all grade levels were prevalent.	The ADA matrix was not enforced resulting in low accountability from leaders. There was a gap in the timeline and no clear owner to follow it with fidelity for measurable outcomes.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	6th-8th grade reading has decreased percentages in our meets and masters categories; below the benchmark.	Class observations often focused on beginning of class, framing and release; often reduced attention to the independent practice and student actions=learner outcomes.

Performance Objective 3

Najim CP: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

SSA will promote the safer smarter schools curriculum; get parent consent to follow through with student lessons. Support SSA in the roll out and ensure they lead, facilitate and track compliance of all lessons for scholar growth and development.

Staff Responsible for Monitoring: school counselor

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Goal 4 Najim CP will increase ADA

Performance Objective 1 ☑ High Priority

Najim CP will decrease chronic absenteeism rate by 5-8% points for the 25/26 SY.

Evaluation Data Source: Chronic Absenteeism Dashboard

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Host ADA celebrations for students meeting benchmark. Routine check-ins with SIS/APO to ensure fidelity to ADA matrix to target chronic absences. Follow through and host ADA meetings with families when applicable.

Strategy's Expected Result/Impact: APO/SIS/Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 2

CP: 100% of students from 6th-12th grade meet their MVPA minutes goal of X. (TEC 11.253(d)(10))

Goal 5 Increase staff retention

Performance Objective 1 ☑ High Priority

Najim CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-26 school year.

Evaluation Data Source: Required Strategy: Managers provide feedback and professional development/ coaching for each staff member through each SDC cycle.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Strategic and timely onboarding of all new staff. Lead all mechanisms to check in with staff (pulse check, 2x2, APR) etc. Create time for survey feedback& results and a listening tour.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 2 ☑ High Priority

85% of all full-time IDEA Najim campus OPs staff members employed in 24-25 will be retained and return for 25-26.

Evaluation Data Source: Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

Title I Summary

Title I Personnel

Name	Position	Program	FTE
JOSE ANGEL AGUILAR	TEACHER - INTERVENTIONIST	School-wide Program	1
TEANA RENEE WILLIAMS	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	HB1416	--	$21,256.88
				Sub-Total	$21,256.88
				Budgeted Fund Source Amount	$33,925.91
				+/- Difference	**$12,669.03**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,960.47
				+/- Difference	**$4,960.47**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,661.33
				+/- Difference	**$7,661.33**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,685.22
				+/- Difference	**$3,685.22**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Title I parent reservation	--	$2,294.34
				Sub-Total	$2,294.34
				Budgeted Fund Source Amount	$2,320.92
				+/- Difference	**$26.58**

IDEA Public Schools



North Mission Academy

2025-2026 Campus Improvement Plan

Public Presentation Date:
August 26, 2025

Generated by Plan4Learning.com
March 12, 2026 at 10:00 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 10

Perceptions 13

Priority Problem Statements 15

Data Documentation for CNA 19

Improvement Planning Data 20

Accountability Data 20

Student Data: Assessments 20

Student Data: Student Groups 21

Student Data: Behavior and Other Indicators 21

Employee Data 21

Parent/Community Data 21

Support Systems and Other Data 22

Goals 23

Goal 1 : Improve AEES results 24

Goal 2 : Increase attendance to universities 28

Goal 3 : Increase growth goal to 80% 29

Goal 4 : Decrease Chronic Absenteeism in K-5 44

Goal 5 : Increase student persistence 48

Title I Summary 53

Title I Personnel 54

Funding Summary 55

SCE Accelerated Instruction (PIC 24) 56

IDEA-B (4130) 56

State SPED (PIC 23) 56

State BESL (PIC 25) 56

Title I Parent Reservation (4120-PAR) 57

Comprehensive Needs Assessment

Demographics

Summary

IDEA North Mission is a K-5 grade open enrollment charter school located in the heart of Mission, Texas. With a current enrollment of 840 students, we are proud to offer bilingual education/ESL, comprehensive special education services, and Physical Education. At IDEA North Mission, we are committed to serving all student groups and providing a nurturing environment where every child can reach their full potential.

Strengths

- IDEA prioritizes competitive salaries to attract and retain experienced educators.
- Serving primarily economically disadvantaged students, IDEA North Mission remains steadfast in its mission of ensuring college readiness for all.
- With a new student persistence rate of 80.10% and only 20 new student leavers, we demonstrate our dedication to fostering a supportive environment for all learners.
- IDEA North Mission students consistently excel on statewide assessments like STAAR and TELPAS, showcasing our dedication to high academic standards and supporting diverse student success.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	While accommodations and student plans are more accessible and organized, inconsistent collaboration, ownership across all teachers limit full implementation and monitoring of 504 and IEP plans.	Lack of shared accountability, ongoing communication, and clarity on roles prevent all staff from effectively executing and tracking student support plans.
2 ★	While SPED teachers are supporting students and collaborating with general education staff, inconsistent clarity of RTI and IEP implementation across K-2 classrooms limit effective support and alignment to student goals.	Unclear roles, limited training, and inconsistent collaboration between SPED and general education staff hinder full implementation of RTI and IEPs in daily instruction.
3 ★	While strategies and programs like Lee Lee and SIOP are in use, inconsistent training have led to uneven support for English learners across grade levels and content areas	Not all teachers are trained in SIOP or EB/ELPS strategies, and a lack of shared tools, modeling, and aligned planning prevents consistent implementation schoolwide.
4 ★	Lack of comprehensive training has directly impacted staff members' ability to understand and effectively implement the RtI process, leading to gaps in student support.	The leadership team failed to adequately prepare staff for success in navigating the RtI process, documenting interventions, implementing effective strategies, and communicating with parents.

★ = Priority

Student Learning

Summary

- In the Student Learning Bucket, North Mission demonstrates strong performance across various metrics. On Semester and Mock Exams, the school achieved a commendable B(89) rating for Domain 1, with a remarkable relative performance score of an A(91). Additionally, in Domain 3, the school earned an impressive B(83), consistently outperforming schools with similar demographics.
- Furthermore, the school showcases notable achievements in early literacy. In Kindergarten, 86.99% of students are on or above grade level in Reading, while in 1st Grade, the figure stands at 72.55%, and in 2nd Grade, an impressive 96.33% are on or above grade level.
- Moreover, the school's efforts in student intervention have yielded significant results, with 68% of students in Critical Student Intervention meeting the targeted 2.0 years' growth in Reading, and 75% achieving the same in Math. These accomplishments underscore North Mission School's commitment to academic excellence and student success.

Strengths

Our students consistently excel in academic assessments, achieving top-tier ratings on Semester and Mock Exams. Their proficiency extends to early literacy, with high percentages on or above grade level in Reading across Kindergarten through 2nd Grade. Additionally, our targeted intervention programs yield impressive results, with a majority of students meeting growth targets in Reading and Math. This reflects our commitment to fostering academic excellence and supporting student success.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	RLA and RMT teachers in K-5 struggle to consistently differentiate instruction that address foundational reading and writing gaps	Inconsistent coaching, training, alignment, and teacher retention reduce instructional quality and hinder the development of strong planning, grouping, and data-driven practices.
2 ★	The lack of consistent hands-on science instruction across K-5 limits student engagement, critical thinking, and preparedness for TEKS-based rigor.	Inconsistent planning, limited training on TEKS-aligned strategies, and uneven collaboration across grade levels prevent the implementation of meaningful, hands-on, and vertically aligned science instruction.
3 ★	K-5 teachers lack collaborative planning structures to internalize rigorous math instruction that meets grade-level expectations.	Limited rehearsal, unclear TEKS expectations, and lack of hands-on, vertically aligned support have created gaps in teacher confidence, content knowledge, and effective delivery.
4 ★	The lack of consistent alignment across K-5 in Math & Science limits student engagement, critical thinking, and preparedness for TEKS-based rigor.	inconsistent collaboration with K-5 teachers
5 ★	K-5 teachers in Math and Science lack collaborative delivery practice for rigorous math instruction that meets grade-level expectations.	no set system for rehearsing lessons
6	Inconsistent monitoring of lesson plan feedback/ instructional systems like rehearsing and side by side planning.	Monitoring and follow through of the systems were not consistent (part 3 of the system)

School Processes & Programs

Summary

1. Our school emphasizes the development of instructional leaders through weekly API sessions, focusing on current campus trends identified during instructional rounds. Clear roles, expectations, and responsibilities are outlined in GRPI frameworks across all systems and operating mechanisms.

2. Principal Adriana Villarreal provides coaching to leaders during Instructional Rounds and Check-ins, guiding them to support teachers in addressing pressing issues identified in their Teachboost evaluations. Action steps given to teachers are documented through this program. Additionally, leaders receive annual training on SIOP refreshers and Lead4ward for the content areas they oversee.

3. Our curriculum is robust and aligned with national standards, encompassing programs such as RMT and DI for lower grades, Amplify for Science, Wit and Wisdom for Reading, Being a Writer for Writing, and Eureka Math. These programs are designed to elevate student performance on AP exams, reflecting our commitment to preparing all students for success in college and beyond. While rigorous, we supplement these programs with STAAR-aligned practice to ensure comprehensive preparation for academic achievement. Our focus extends beyond STAAR success to fostering lifelong success beyond high school graduation.

Strengths

Curriculum & Instruction:

- IDEA boasts that at least 30% of its students graduate with the "AP Scholar" designation, having scored sufficiently on a minimum of three AP exams, showcasing mastery of college-level coursework prior to graduation.

- IDEA facilitates accelerated learning through 1:1 technology integration, offering adaptive software for math and literacy alongside access to an extensive digital library.

- IDEA's curriculum is fortified with top-tier instructional materials, consistently earning exceptional ratings on national evaluations.

- Regular evaluations ensure IDEA's curriculum aligns with Texas Essential Knowledge and Skills, AP course standards, and STAAR/EOC and AP exams.

- A range of training opportunities for teachers and leaders enhances pedagogical content knowledge and coaching skills.

- For 15 consecutive years, 100% of IDEA students have been admitted to college, affirming the efficacy of IDEA's academic programs.

- In 2022, four IDEA schools ranked in the top 10 Most Challenging Schools in the Nation, with 13 schools in the top 1% nationwide according to the Jay Mathews Challenge Index High School Rankings.

Special Programs:

- IDEA surpassed anticipated growth targets for EL student performance on TELPAS in 2021, with 48% of ELs achieving this milestone.
- The Critical Student Intervention (CSI) initiative aims to narrow reading and math gaps by 2.0 years within a school year, resulting in 2,562 students meeting reading goals and 703 meeting math goals in the 21-22 academic year.
- IDEA's Year 3 Autism Grant has expanded support for 195 students with autism in the Rio Grande Valley and Austin regions.
- A Dyslexia Grant awarded by TEA enables increased professional development and support resources for students with dyslexia.

SEL/Mental Health and Family Engagement:

- Over the past two years, IDEA has augmented its licensed counselor and social worker count by 50%.
- Pre-pandemic ADA averaged 97.4%, with a district commitment to reinstating this level.
- IDEA retains an average of 84% of students annually.
- Parents rate IDEA highly on statements regarding college preparation, academic standards, and teacher challenges.
- IDEA's personalized coaching and development foster employee proficiency and internal promotion pathways.
- Ongoing feedback, robust accountability measures, and consistent follow-through cultivate a supportive environment with clear performance expectations.
- An ongoing initiative seeks to redefine IDEA's employee value proposition to enhance recruitment and retention strategies.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	New student onboarding has improved, but unclear expectations continue to impact persistence and engagement during the school year.	Lack of a structured, campus-wide onboarding process and consistent check-ins prevents new students from fully connecting to culture, academics, and goals.
2 ★	While some staff fulfill OPS responsibilities well, follow-up leads to gaps in implementation across grade levels.	There is no clearly defined system to hold all staff accountable for meeting OPS expectations, resulting in inconsistent with follow up.
3 ★	K-5 teachers have begun improving student culture through grade-level collaboration, but inconsistent behavior responses affect student outcomes.	Lack of investment or willingness to apply training on emotional intelligence and behavior management limits teacher capacity to redirect effectively and equitably across grade levels.

★ = Priority

Perceptions

Summary

In our first year with seniors, we achieved a 100% graduation rate among 12th-grade students. Conflict resolution is swiftly addressed, with staff involvement as needed, and new teachers receive mentorship while our assistant principal conducts differentiated planning sessions for newcomers. Staff turnover is minimal, averaging 2-3 teachers annually, with a high retention rate between 94-97% over the past three years. Teacher absences typically range from 3-5, excluding maternity leaves, which average 8-10 per year. Parent and community participation are gauged through sign-in sheets at meetings and events, although transportation challenges and late working hours for families may hinder involvement.

Strengths

- Based on AEE Surveys, 96% of North Mission staff agree to the statement, "I would recommend my manager to other IDEA Employees."
- Hosting hybrid parent meetings, both in person and online, proved advantageous, resulting in improved attendance at onboarding meetings, Electives Information Sessions, and Grade Level sessions.
- Our school achieved the highest staff survey results district-wide.
- Persistence benchmark data showed significant improvement throughout the year. Starting at #101, we now rank #13 in the district, with a persistence rate of 95.70%.
- Student attendance at the Academy level consistently ranked in the Top 12-15 throughout the year.
- Based on AEE Surveys, 95% of North Mission staff agree to the statement, "IDEA treats employees fairly no matter how they identify (race/ethnicity, gender identity, sexual orientation, language, socioeconomic background, physical and cognitive ability."

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	K-5 staff struggle with ownership to proactively plan	Lack of initiative, unclear expectations, and inconsistent communication systems limit teacher follow-through and accountability.
2	K-5 staff struggle to consistently uphold expectations for professionalism	Lack of clear systems aligned communication, and follow-through across grade levels weakens consistency in enforcing school-wide expectations.
3 ★	K-5 teams successfully met ADA benchmarks by implementing consistent systems for outreach, communication, and parent partnerships, but continued refinement in chronic absenteeism is above 10%	Clear operating mechanisms--such as scheduled call times, ADA tracking, and staff ownership--drove strong attendance outcomes and should be reinforced campus-wide.
4 ★	Staff K-5 were inconsistent in uniformity on incentives and consequences first in the classroom then grade level teacher leader.	Lack of consistency and alignment in teachers' understanding and execution of school-wide policies and procedures regarding level 1 and 2 student behaviors.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The lack of consistent hands-on science instruction across K-5 limits student engagement, critical thinking, and preparedness for TEKS-based rigor.	Inconsistent planning, limited training on TEKS-aligned strategies, and uneven collaboration across grade levels prevent the implementation of meaningful, hands-on, and vertically aligned science instruction.
2 ★	While SPED teachers are supporting students and collaborating with general education staff, inconsistent clarity of RTI and IEP implementation across K-2 classrooms limit effective support and alignment to student goals.	Unclear roles, limited training, and inconsistent collaboration between SPED and general education staff hinder full implementation of RTI and IEPs in daily instruction.
3 ★	While accommodations and student plans are more accessible and organized, inconsistent collaboration, ownership across all teachers limit full implementation and monitoring of 504 and IEP plans.	Lack of shared accountability, ongoing communication, and clarity on roles prevent all staff from effectively executing and tracking student support plans.
4 ★	While strategies and programs like Lee Lee and SIOP are in use, inconsistent training have led to uneven support for English learners across grade levels and content areas	Not all teachers are trained in SIOP or EB/ELPS strategies, and a lack of shared tools, modeling, and aligned planning prevents consistent implementation schoolwide.
5 ★	While some staff fulfill OPS responsibilities well, follow-up leads to gaps in implementation across grade levels.	There is no clearly defined system to hold all staff accountable for meeting OPS expectations, resulting in inconsistent with follow up.
6 ★	K-5 teachers have begun improving student culture through grade-level collaboration, but inconsistent behavior responses affect student outcomes.	Lack of investment or willingness to apply training on emotional intelligence and behavior management limits teacher capacity to redirect effectively and equitably across grade levels.

7 ★	K-5 staff struggle with ownership to proactively plan	Lack of initiative, unclear expectations, and inconsistent communication systems limit teacher follow-through and accountability.
8 ★	K-5 teams successfully met ADA benchmarks by implementing consistent systems for outreach, communication, and parent partnerships, but continued refinement in chronic absenteeism is above 10%	Clear operating mechanisms--such as scheduled call times, ADA tracking, and staff ownership--drove strong attendance outcomes and should be reinforced campus-wide.
9 ★	Staff K-5 were inconsistent in uniformity on incentives and consequences first in the classroom then grade level teacher leader.	Lack of consistency and alignment in teachers' understanding and execution of school-wide policies and procedures regarding level 1 and 2 student behaviors.
10 ★	The lack of consistent alignment across K-5 in Math & Science limits student engagement, critical thinking, and preparedness for TEKS-based rigor.	inconsistent collaboration with K-5 teachers
11 ★	K-5 teachers in Math and Science lack collaborative delivery practice for rigorous math instruction that meets grade-level expectations.	no set system for rehearsing lessons
12 ★	K-5 teachers lack collaborative planning structures to internalize rigorous math instruction that meets grade-level expectations.	Limited rehearsal, unclear TEKS expectations, and lack of hands-on, vertically aligned support have created gaps in teacher confidence, content knowledge, and effective delivery.

13 ★

Lack of comprehensive training has directly impacted staff members' ability to understand and effectively implement the RtI process, leading to gaps in student support.

The leadership team failed to adequately prepare staff for success in navigating the RtI process, documenting interventions, implementing effective strategies, and communicating with parents.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Improve AEES results

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By July 2026, 85% of IDEA North Mission AC staff will persist for the next school year.

Evaluation Data Source: Staff Retention Reports, AEE/GPTW Surveys MOY/EOY

Strategy 1

North Mission lead team will create a year-long scope and sequence to build celebrations & appreciation for both Instructional and Operations teams starting August 2025 until May 2026

Strategy's Expected Result/Impact: Increase in staff morale and job satisfaction via monthly surveys.
Higher retention rates among both Instructional and Operations teams.
Improved collaboration and communication between teams.
Enhanced overall school culture and work environment.

Staff Responsible for Monitoring: Managers: Oversee the implementation and ensure adherence to the scope and sequence.
Team Leaders/Supervisors: Monitor day-to-day progress, recognize achievements, and address any concerns from their respective teams.

Problem Statements: School Processes & Programs 3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Considerable Progress	Discontinue	

Strategy 2

North Mission will have a monthly Warrior Night to celebrate staff accomplishments, special occasions, and team-building activities to recruit staff and increase staff morale starting August 2025 until May 2026.

Strategy's Expected Result/Impact: Increased staff engagement and morale.
Strengthened team bonds and improved collaboration.
Enhanced recognition of individual and team achievements.
Higher overall job satisfaction and retention rates.

Staff Responsible for Monitoring: Sam, admin assistant: Organize and execute each Warrior Night event, ensuring it aligns with the celebration and team-building goals. Oversee the initiative, ensure alignment with broader school objectives, and address any logistical or operational issues.

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

Discontinue

November **March** **July**

Strategy 3

Monthly surveys to have a pulse check and 3 check ins within the school year with each staff member

Strategy's Expected Result/Impact: monthly survey
track feedback and capture trends

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 3 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	K-5 teachers have begun improving student culture through grade-level collaboration, but inconsistent behavior responses affect student outcomes.	Lack of investment or willingness to apply training on emotional intelligence and behavior management limits teacher capacity to redirect effectively and equitably across grade levels.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	K-5 staff struggle with ownership to proactively plan	Lack of initiative, unclear expectations, and inconsistent communication systems limit teacher follow-through and accountability.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By December 2025, 90% of North Mission staff will consider the school an excellent workplace in the MOY survey.

Evaluation Data Source: December AEE/GPTW survey

Strategy 1

North Mission lead team will implement a Professional Development Scope & Sequence to address the lowest-rated question on last year's survey, "There is work life balance," by August 2025.

Strategy's Expected Result/Impact: Enhanced perception of professional growth opportunities among staff.
Increased engagement and motivation leading to improved job satisfaction.
Acquisition of new skills and competencies resulting in enhanced performance.
Potential increase in staff retention rates due to a more fulfilling work environment.

Staff Responsible for Monitoring: Principal, APIs, APO, Administrative Assistant: Provide guidance and resources, monitor progress, and address any challenges that arise during implementation.

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



No Progress

November **March** **July**

Strategy 2

Set operating mechanisms/school systems (Part 3) to inspect the follow through and accountability.

Strategy's Expected Result/Impact: AEES statements are 90% or higher

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 2 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	While some staff fulfill OPS responsibilities well, follow-up leads to gaps in implementation across grade levels.	There is no clearly defined system to hold all staff accountable for meeting OPS expectations, resulting in inconsistent with follow up.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	K-5 staff struggle with ownership to proactively plan	Lack of initiative, unclear expectations, and inconsistent communication systems limit teacher follow-through and accountability.

Goal 2 Increase attendance to universities

Performance Objective 1 ☑ High Priority

By May 2026, 100% of 2nd-5th will attend a college for eoy field lesson.

Evaluation Data Source: Matriculation and Persistence reports

Strategy 1

AT GTL step back and step forward norm on the college to visit at the end of the year

Strategy's Expected Result/Impact: Increased awareness and understanding of college among Kindergarten to 5th-grade students.
Enhanced motivation and aspiration towards pursuing higher education.

Staff Responsible for Monitoring: Teaching Staff: Monitor student participation and engagement in college awareness activities, career exploration programs, and goal-setting initiatives.

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	Discontinue	

Strategy 2

Use of planners and trackers to instill college mindsets

Strategy's Expected Result/Impact: culture rounds
culture rubric mastery

Staff Responsible for Monitoring: APIs, counselor

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
No Progress		

Goal 3 Increase growth goal to 80%

Performance Objective 1 ☑ High Priority

Students in 4-5 Math will increase from 49% to 80% in Spring 2026

Evaluation Data Source: Formative Assessments
Benchmark Assessments
Progress Monitoring Tools
Peer Tutoring and Collaboration Data

Strategy 1

Beginning August 2025, weekly lesson rehearsals with all 3rd to 5th-grade Math teachers will focus on aligning student practice and exit tickets with STAAR standards, aiding in conceptual internalization.

Strategy's Expected Result/Impact: Enhanced alignment of student practice and exit tickets with STAAR standards.
Improved conceptual understanding and internalization of math concepts among teachers, trickling to students.
Increased teacher collaboration and proficiency in planning instruction aligned with STAAR requirements.

Staff Responsible for Monitoring: Math API: Facilitate the weekly side-by-side planning/rehearsals, ensuring alignment with STAAR standards and instructional objectives.
Grade-Level Math Teachers (3rd-5th): Actively participate in the rehearsals, contributing insights and feedback to enhance alignment and effectiveness.

Problem Statements: Student Learning 3, 4, 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Discontinue	

Strategy 2

Weekly Instructional Rounds will be conducted twice a week with instructional leaders to provide real-time coaching to teachers on pressing issues and school priorities, commencing in August 2025.

Strategy's Expected Result/Impact: math growth 3-5 Math STAAR
Enhanced teaching strategies and instructional practices resulting from immediate, on-the-spot coaching during Instructional Rounds.
Greater teacher engagement and buy-in as they receive personalized support and guidance tailored to their specific needs and pressing problems.

Staff Responsible for Monitoring: Principal

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, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Moderate Progress	Discontinue	

Strategy 3

Weekly Side by Side planning with teachers is aligned to teacher's gaps around content knowledge and alignment with STAAR

Strategy's Expected Result/Impact: Increase math growth
90/60/30 in ELAR

Staff Responsible for Monitoring: API

Problem Statements: Demographics 2 - Student Learning 2, 3, 4, 5

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Discontinue	Discontinue	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	While SPED teachers are supporting students and collaborating with general education staff, inconsistent clarity of RTI and IEP implementation across K-2 classrooms limit effective support and alignment to student goals.	Unclear roles, limited training, and inconsistent collaboration between SPED and general education staff hinder full implementation of RTI and IEPs in daily instruction.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The lack of consistent hands-on science instruction across K-5 limits student engagement, critical thinking, and preparedness for TEKS-based rigor.	Inconsistent planning, limited training on TEKS-aligned strategies, and uneven collaboration across grade levels prevent the implementation of meaningful, hands-on, and vertically aligned science instruction.
3	K-5 teachers lack collaborative planning structures to internalize rigorous math instruction that meets grade-level expectations.	Limited rehearsal, unclear TEKS expectations, and lack of hands-on, vertically aligned support have created gaps in teacher confidence, content knowledge, and effective delivery.
4	The lack of consistent alignment across K-5 in Math & Science limits student engagement, critical thinking, and preparedness for TEKS-based rigor.	inconsistent collaboration with K-5 teachers
5	K-5 teachers in Math and Science lack collaborative delivery practice for rigorous math instruction that meets grade-level expectations.	no set system for rehearsing lessons

Performance Objective 2 ☑ High Priority

By the May 2026 administration 4-5 RLA will go from 71-80% in growth goal

Evaluation Data Source: Formative Assessments
Benchmark Assessments
Progress Monitoring Tools

Strategy 1

Conduct regular, structured workshops bringing together teachers to collaboratively review curriculum standards, discuss instructional practices, and align teaching strategies.

Strategy's Expected Result/Impact: Improved consistency and coherence in instruction across grade levels.
Identification and addressing of gaps or overlaps in curriculum coverage.
Enhanced articulation of learning progressions and expectations for student mastery.

Staff Responsible for Monitoring: API

Grade-Level Teachers

Problem Statements: Demographics 2 - Student Learning 2, 4

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Discontinue

No Progress

November **March** **July**

Strategy 2

Implement focused small-group sessions to target identified weaknesses from assessments and OCS. Offer extra practice and personalized instruction to address individual student needs.

Strategy's Expected Result/Impact: Improved mastery of key science concepts, personalized support for students, increased confidence, and proficiency leading to better performance on the STAAR exam.

Staff Responsible for Monitoring: Grade-Level Teacher, API

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Discontinue

Some Progress

November **March** **July**

Strategy 3

Create hands-on exploration of concepts. Encourage students to conduct discussion where they are practicing the 4 domains

Strategy's Expected Result/Impact: Deepened understanding of scientific principles, development of inquiry and critical thinking skills, increased engagement and enthusiasm for science, resulting in improved performance on the STAAR exam.

Staff Responsible for Monitoring: API, Grade Level Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July
Some Progress	Discontinue	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	While SPED teachers are supporting students and collaborating with general education staff, inconsistent clarity of RTI and IEP implementation across K-2 classrooms limit effective support and alignment to student goals.	Unclear roles, limited training, and inconsistent collaboration between SPED and general education staff hinder full implementation of RTI and IEPs in daily instruction.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The lack of consistent hands-on science instruction across K-5 limits student engagement, critical thinking, and preparedness for TEKS-based rigor.	Inconsistent planning, limited training on TEKS-aligned strategies, and uneven collaboration across grade levels prevent the implementation of meaningful, hands-on, and vertically aligned science instruction.
4	The lack of consistent alignment across K-5 in Math & Science limits student engagement, critical thinking, and preparedness for TEKS-based rigor.	inconsistent collaboration with K-5 teachers

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 34% to 50% in Spring 2026.

Evaluation Data Source: Formative assessments, Summative assessments, benchmarks, teacher observations, student work samples.

Strategy 1

From K-5, identify students who are not meeting the desired reading proficiency level and provide targeted interventions such as small-group instruction, one-on-one tutoring, or personalized RtI plans tailored to their specific needs.

Strategy's Expected Result/Impact: Noticeable improvement in the reading proficiency levels of identified students.
Increased academic confidence and motivation among students receiving targeted interventions.
Narrowing of achievement gaps as struggling students receive personalized support tailored to their specific needs.
Enhanced teacher-student relationships through individualized attention and support.
Overall improvement in classroom dynamics and academic outcomes as struggling students progress towards grade-level proficiency.

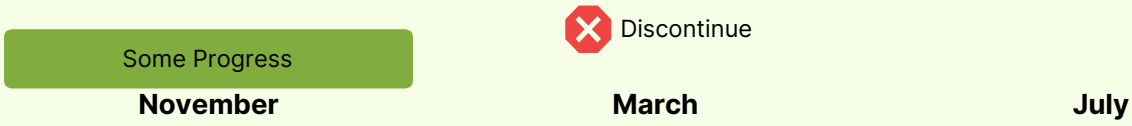
Staff Responsible for Monitoring: Classroom teachers
School administrators
Support staff (e.g., reading specialists, interventionists)
GTLs

Funding Sources: AR Zone Facilitator Title I, Part A (4120), $45,080

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Implement a rigorous weekly schedule of instructional rounds meticulously aligned with the most recent reading and writing standards across grades K-5.

Strategy's Expected Result/Impact: Enhanced alignment of teaching practices with updated reading and writing standards.
Increased instructional effectiveness through regular observation and feedback loops.
Improved student performance and proficiency in reading and writing skills.
Greater consistency and coherence in curriculum delivery across classrooms.

Staff Responsible for Monitoring: School administrators - Principal & API

Problem Statements: Demographics 2, 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Discontinue	

Strategy 3

Provide ongoing collaboration for teachers to enhance literacy instruction, data analysis, and differentiation skills, ensuring alignment across grades K-5.

Strategy's Expected Result/Impact: Enhanced teacher competence in literacy instruction, data analysis, and differentiation techniques.
Consistent implementation of effective instructional strategies across grade levels.
Improved student achievement and proficiency in literacy skills.
Increased collaboration and knowledge-sharing among educators.
Greater alignment of teaching practices with the needs of individual students.

Staff Responsible for Monitoring: School administrators and Grade Level Teachers

Problem Statements: Demographics 1, 2 - Student Learning 3, 4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Discontinue	Discontinue	

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	While accommodations and student plans are more accessible and organized, inconsistent collaboration, ownership across all teachers limit full implementation and monitoring of 504 and IEP plans.	Lack of shared accountability, ongoing communication, and clarity on roles prevent all staff from effectively executing and tracking student support plans.
2	While SPED teachers are supporting students and collaborating with general education staff, inconsistent clarity of RTI and IEP implementation across K-2 classrooms limit effective support and alignment to student goals.	Unclear roles, limited training, and inconsistent collaboration between SPED and general education staff hinder full implementation of RTI and IEPs in daily instruction.
3	While strategies and programs like Lee Lee and SIOP are in use, inconsistent training have led to uneven support for English learners across grade levels and content areas	Not all teachers are trained in SIOP or EB/ELPS strategies, and a lack of shared tools, modeling, and aligned planning prevents consistent implementation schoolwide.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	K-5 teachers lack collaborative planning structures to internalize rigorous math instruction that meets grade-level expectations.	Limited rehearsal, unclear TEKS expectations, and lack of hands-on, vertically aligned support have created gaps in teacher confidence, content knowledge, and effective delivery.
4	The lack of consistent alignment across K-5 in Math & Science limits student engagement, critical thinking, and preparedness for TEKS-based rigor.	inconsistent collaboration with K-5 teachers

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

60% of SPED students in 3rd-5th reach Approaches in Reading and Math STAAR.

Evaluation Data Source: Formative Assessments
Summative Assessments
Benchmark Assessments

Strategy 1

Incorporate special education considerations into instructional rounds to monitor the implementation and effectiveness of support strategies for SPED students.

Strategy's Expected Result/Impact: Improved alignment of instructional practices with the needs of SPED students as observed during instructional rounds.
Increased awareness and understanding among educators of effective strategies for supporting SPED students in reading and math.
Improved student outcomes as measured by Domain 3, including increased participation, engagement, and progress in reading and math, as a result of targeted support and monitoring through instructional rounds.

Staff Responsible for Monitoring: Administrators, SPED Teachers, Grade Level Teachers.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

	Discontinue	
No Progress		
November	**March**	**July**

Strategy 2

Establish Operating Mechanism to facilitate communication and collaboration between special education and general education teachers to share best practices and ensure coherence in instructional approaches.

Strategy's Expected Result/Impact: Improved understanding and awareness among general education teachers of the unique needs and challenges of SPED students.
Increased collaboration and communication between general education and special education teachers, leading to more effective support for SPED students.
Enhanced inclusion and accessibility in general education classrooms, as teachers work together to implement accommodations and modifications for SPED students.

Staff Responsible for Monitoring: Administrators, SPED Teachers, Grade Level Teachers.

Problem Statements: Demographics 1, 2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Discontinue	Discontinue	
November	**March**	**July**

Strategy 3

Tracking systems for each student in grades 3-5 for Domain 1-3 by using the campus tracker and respond to data

Strategy's Expected Result/Impact: locus dashboard
campus trackers
increase SAS to 55
60% sped meets approaches
Telpas above 42%

Staff Responsible for Monitoring: Principal, APIS

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	While accommodations and student plans are more accessible and organized, inconsistent collaboration, ownership across all teachers limit full implementation and monitoring of 504 and IEP plans.	Lack of shared accountability, ongoing communication, and clarity on roles prevent all staff from effectively executing and tracking student support plans.
2	While SPED teachers are supporting students and collaborating with general education staff, inconsistent clarity of RTI and IEP implementation across K-2 classrooms limit effective support and alignment to student goals.	Unclear roles, limited training, and inconsistent collaboration between SPED and general education staff hinder full implementation of RTI and IEPs in daily instruction.

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

70% of identified House Bill 4545 scholars meet their growth goal

Evaluation Data Source: HB4545 minutes tracked on PowerSchool
data API huddles

Strategy 1

100% of HB4545 students will be targeted from day one of school and will have embedded minutes of extra instruction throughout the year during academic block.

Strategy's Expected Result/Impact: 100% of students will meet the required HB4545 minutes academic block tracking of skills being covered

Staff Responsible for Monitoring: Gina Quintanilla

Problem Statements: Demographics 4 - Student Learning 2, 3, 4, 5

Funding Sources: HB1416 Tutoring SCE Accelerated Instruction (PIC 24), Pay Code 356/357, $30,940.65

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July
Discontinue	Discontinue	

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
4	Lack of comprehensive training has directly impacted staff members' ability to understand and effectively implement the RtI process, leading to gaps in student support.	The leadership team failed to adequately prepare staff for success in navigating the RtI process, documenting interventions, implementing effective strategies, and communicating with parents.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The lack of consistent hands-on science instruction across K-5 limits student engagement, critical thinking, and preparedness for TEKS-based rigor.	Inconsistent planning, limited training on TEKS-aligned strategies, and uneven collaboration across grade levels prevent the implementation of meaningful, hands-on, and vertically aligned science instruction.
3	K-5 teachers lack collaborative planning structures to internalize rigorous math instruction that meets grade-level expectations.	Limited rehearsal, unclear TEKS expectations, and lack of hands-on, vertically aligned support have created gaps in teacher confidence, content knowledge, and effective delivery.
4	The lack of consistent alignment across K-5 in Math & Science limits student engagement, critical thinking, and preparedness for TEKS-based rigor.	inconsistent collaboration with K-5 teachers
5	K-5 teachers in Math and Science lack collaborative delivery practice for rigorous math instruction that meets grade-level expectations.	no set system for rehearsing lessons

Performance Objective 6

North Mission AC 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))

Evaluation Data Source: Timely (i.e. at least 1 week in advance) communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)

Strategy 1

Timely (i.e. at least 1 week in advance) communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9)

Strategy's Expected Result/Impact: Increase parent involvement in meetings and events on campus.

Staff Responsible for Monitoring: Sammantha Hernandez

Funding Sources: Title I Family Engagement Title I Parent Reservation (4120-PAR), $3,339.55

Formative Reviews

November	March	July
Some Progress	Discontinue	

Performance Objective 7 High Priority

EB students meet 45% target on Math STAAR

Evaluation Data Source: data huddles

Strategy 1 Additional Targeted Support Strategy

Teachers complete SIOP modules/ELP training by May 2026

Strategy's Expected Result/Impact: monthly completions on SIOP modules
lesson planning sessions

Staff Responsible for Monitoring: Manager

Problem Statements: Demographics 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Moderate Progress		

Strategy 2

Teachers add SIOP and ELP strategies to their lesson plans.

Strategy's Expected Result/Impact: lesson plan feedback

Staff Responsible for Monitoring: managers

Problem Statements: Demographics 3 - Student Learning 2, 4

Formative Reviews

No Progress

November **March** **July**

Strategy 3

Monitor 4 domains & composite in TELPAS via instructional rounds and lesson delivery

Strategy's Expected Result/Impact: TELPAS mock

Staff Responsible for Monitoring: Principal and APIs

Problem Statements: Student Learning 2, 3, 4, 5

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 7 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	While strategies and programs like Lee Lee and SIOP are in use, inconsistent training have led to uneven support for English learners across grade levels and content areas	Not all teachers are trained in SIOP or EB/ELPS strategies, and a lack of shared tools, modeling, and aligned planning prevents consistent implementation schoolwide.

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	The lack of consistent hands-on science instruction across K-5 limits student engagement, critical thinking, and preparedness for TEKS-based rigor.	Inconsistent planning, limited training on TEKS-aligned strategies, and uneven collaboration across grade levels prevent the implementation of meaningful, hands-on, and vertically aligned science instruction.
3	K-5 teachers lack collaborative planning structures to internalize rigorous math instruction that meets grade-level expectations.	Limited rehearsal, unclear TEKS expectations, and lack of hands-on, vertically aligned support have created gaps in teacher confidence, content knowledge, and effective delivery.
4	The lack of consistent alignment across K-5 in Math & Science limits student engagement, critical thinking, and preparedness for TEKS-based rigor.	inconsistent collaboration with K-5 teachers
5	K-5 teachers in Math and Science lack collaborative delivery practice for rigorous math instruction that meets grade-level expectations.	no set system for rehearsing lessons

Goal 4 Decrease Chronic Absenteeism in K-5

Performance Objective 1 ☑ High Priority

Decrease chronic absenteeism by 1.5 %

Evaluation Data Source: Daily ADA Reports
ADA huddles

Strategy 1

Implement early intervention measures and support services, including targeted interventions, data monitoring, and ADA Leader calls, to address attendance concerns and ensure a 95% daily attendance rate for North Mission students in the 2025-26 school year.

Strategy's Expected Result/Impact: Increased awareness and accountability regarding attendance among students and their families through regular communication and reminders from ADA Leader calls.
MTSS lead team meetings

Staff Responsible for Monitoring: API, APO, Counselor, Social Worker

Problem Statements: Perceptions 3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
✖ Discontinue	✖ Discontinue	

Strategy 2

Strengthen family and community engagement efforts through daily calls chronic absentees beginning August 2025 to communicate attendance expectations, provide resources, and forge partnerships aimed at achieving a 95% daily attendance rate for North Mission students in the 2025-26 school year.

Strategy's Expected Result/Impact: meeting chronic absences targets
weekly ADA MTSS meetings

Staff Responsible for Monitoring: APO

Problem Statements: Perceptions 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

Discontinue

November **March** **July**

Strategy 3

Monthly Family Engagement events to improve ADA and family partnerships

Strategy's Expected Result/Impact: weekly ADA progress
2 face to face chronic absence parent meetings at these events

Staff Responsible for Monitoring: Teachers

Problem Statements: Perceptions 3

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	K-5 teams successfully met ADA benchmarks by implementing consistent systems for outreach, communication, and parent partnerships, but continued refinement in chronic absenteeism is above 10%	Clear operating mechanisms--such as scheduled call times, ADA tracking, and staff ownership--drove strong attendance outcomes and should be reinforced campus-wide.

Performance Objective 2

100% of students meet their fitness data goal through physical activity (MVPA TEC 11.253(d)(10))

Evaluation Data Source: student fitness assessment data

Strategy 1

Implement better tracking system and procedures to monitor IHT watches

Strategy's Expected Result/Impact: 100% on track for fitness embassadors
ADA 95%

Staff Responsible for Monitoring: Coaches
Vero

Problem Statements: Perceptions 3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	K-5 teams successfully met ADA benchmarks by implementing consistent systems for outreach, communication, and parent partnerships, but continued refinement in chronic absenteeism is above 10%	Clear operating mechanisms--such as scheduled call times, ADA tracking, and staff ownership--drove strong attendance outcomes and should be reinforced campus-wide.

Performance Objective 3

North Mission will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Source: completion rates

Strategy 1

Map out dates, times, grade levels to execute the Anti-bullying, SSS curriculum prior to the deadline.

Strategy's Expected Result/Impact: ada 95%
Persistence benchmarks
discipline referrals per month

Staff Responsible for Monitoring: Counselor, Social Worker

Problem Statements: School Processes & Programs 3 - Perceptions 3, 4

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November | March | July

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	K-5 teachers have begun improving student culture through grade-level collaboration, but inconsistent behavior responses affect student outcomes.	Lack of investment or willingness to apply training on emotional intelligence and behavior management limits teacher capacity to redirect effectively and equitably across grade levels.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	K-5 teams successfully met ADA benchmarks by implementing consistent systems for outreach, communication, and parent partnerships, but continued refinement in chronic absenteeism is above 10%	Clear operating mechanisms--such as scheduled call times, ADA tracking, and staff ownership--drove strong attendance outcomes and should be reinforced campus-wide.
4	Staff K-5 were inconsistent in uniformity on incentives and consequences first in the classroom then grade level teacher leader.	Lack of consistency and alignment in teachers' understanding and execution of school-wide policies and procedures regarding level 1 and 2 student behaviors.

Goal 5 Increase student persistence

Performance Objective 1 ☑ High Priority

Ensure a 90% retention rate for all students enrolled at IDEA North Mission throughout the 2025-26 academic year.

Evaluation Data Source: Persistence Benchmarks

Strategy 1

Provide academic, social-emotional, and behavioral interventions tailored to each student's unique circumstances to promote engagement and success.

Strategy's Expected Result/Impact: Improved student engagement and motivation as academic, social-emotional, and behavioral interventions address their specific needs and challenges, leading to increased participation and investment in their education.

Enhanced academic performance and progress as students receive targeted support and interventions tailored to their individual circumstances, resulting in improved learning outcomes and achievement levels.

Staff Responsible for Monitoring: Social Worker, Counselor

Problem Statements: Demographics 2 - School Processes & Programs 3 - Perceptions 4

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress	Discontinue	

Strategy 2

Offer opportunities for families to participate in workshops, and parent education sessions to enhance their connection to the school community and reinforce the importance of staying enrolled at IDEA North Mission AC and CP.

Strategy's Expected Result/Impact: Strengthened bonds between families and the school community, fostering a sense of belonging and investment in the educational journey of their children.

Increased understanding among families about the value of their children's enrollment at IDEA North Mission, leading to greater commitment and retention rates.

Staff Responsible for Monitoring: Social Worker, Counselor, Teachers, APIs, Principal

Problem Statements: Perceptions 3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	Discontinue	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	While SPED teachers are supporting students and collaborating with general education staff, inconsistent clarity of RTI and IEP implementation across K-2 classrooms limit effective support and alignment to student goals.	Unclear roles, limited training, and inconsistent collaboration between SPED and general education staff hinder full implementation of RTI and IEPs in daily instruction.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	K-5 teachers have begun improving student culture through grade-level collaboration, but inconsistent behavior responses affect student outcomes.	Lack of investment or willingness to apply training on emotional intelligence and behavior management limits teacher capacity to redirect effectively and equitably across grade levels.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	K-5 teams successfully met ADA benchmarks by implementing consistent systems for outreach, communication, and parent partnerships, but continued refinement in chronic absenteeism is above 10%	Clear operating mechanisms--such as scheduled call times, ADA tracking, and staff ownership--drove strong attendance outcomes and should be reinforced campus-wide.
4	Staff K-5 were inconsistent in uniformity on incentives and consequences first in the classroom then grade level teacher leader.	Lack of consistency and alignment in teachers' understanding and execution of school-wide policies and procedures regarding level 1 and 2 student behaviors.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

90% of NEW students will stay enrolled at IDEA North Mission for the 2025-26 academic year.

Evaluation Data Source: Persistence benchmarks
IDEA Dashboard

Strategy 1

Develop a comprehensive onboarding and orientation program for new students and their families to introduce them to the school culture, policies, and resources available at IDEA North

Mission by August 2025.

Strategy's Expected Result/Impact: Increased sense of belonging and connection among new students and their families as they become familiar with the school culture, policies, and resources available at IDEA North Mission.

Improved retention rates as new students and families feel welcomed, informed, and supported from the outset, leading to a stronger commitment to staying enrolled at IDEA North Mission.

Staff Responsible for Monitoring: Counselor

Problem Statements: School Processes & Programs 3 - Perceptions 4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	Discontinue	

Strategy 2

Provide counseling tailored to student needs by prioritizing students on the Mission List.

Strategy's Expected Result/Impact: Enhanced support and guidance for new students as they navigate the transition to IDEA North Mission, leading to increased feelings of comfort, confidence, and belonging within the school community.

Improved adjustment and integration of new students into the school environment, resulting in higher levels of engagement, participation, and retention at IDEA North Mission.

Staff Responsible for Monitoring: Principal, APO, Counselors

Problem Statements: School Processes & Programs 3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Discontinue	Discontinue	

Strategy 3

Educating Academy parents on certifications and what CP offers (CP will talk about this at parent monthly meetings)

Strategy's Expected Result/Impact: monthly bi-monthly parent meetings

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 3

Formative Reviews

No Progress

November	March	July

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	K-5 teachers have begun improving student culture through grade-level collaboration, but inconsistent behavior responses affect student outcomes.	Lack of investment or willingness to apply training on emotional intelligence and behavior management limits teacher capacity to redirect effectively and equitably across grade levels.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	K-5 teams successfully met ADA benchmarks by implementing consistent systems for outreach, communication, and parent partnerships, but continued refinement in chronic absenteeism is above 10%	Clear operating mechanisms--such as scheduled call times, ADA tracking, and staff ownership--drove strong attendance outcomes and should be reinforced campus-wide.
4	Staff K-5 were inconsistent in uniformity on incentives and consequences first in the classroom then grade level teacher leader.	Lack of consistency and alignment in teachers' understanding and execution of school-wide policies and procedures regarding level 1 and 2 student behaviors.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALEXIS Annahi BARRIOS	TEACHER - INTERVENTIONIST	School-wide Program	1
ARELI CEDILLO ALVARADO	COTEACHER	School-wide Program	1
GILBERTO GARZA	TEACHER - INTERVENTIONIST	School-wide Program	1
LIZETH D LOPEZ	COTEACHER	School-wide Program	1
MAYRA L MARQUEZ	COTEACHER	School-wide Program	1
SILVIA FERNANDA PUENTE	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1
YAIZA MARIEL TAMEZ	COTEACHER	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	5	1	HB1416 Tutoring	Pay Code 356/357	$30,940.65
				Sub-Total	$30,940.65
				Budgeted Fund Source Amount	$52,668.20
				+/- Difference	**$21,727.55**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,799.93
				+/- Difference	**$5,799.93**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,957.86
				+/- Difference	**$8,957.86**

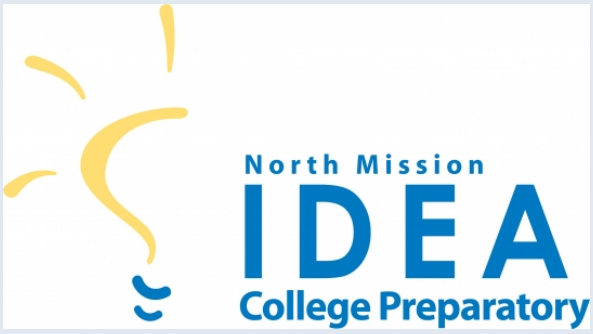
State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,460.36
				+/- Difference	**$10,460.36**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	6	1	Title I Family Engagement	--	$3,339.55
				Sub-Total	$3,339.55
				Budgeted Fund Source Amount	$3,603.11
				+/- Difference	**$263.56**

IDEA Public Schools



North Mission College Prep

Accountability Rating: Not Rated

2025-2026 Campus Improvement Plan

Public Presentation Date:
August 26, 2025

Generated by Plan4Learning.com
March 12, 2026 at 10:00 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

IDEA North Mission College Prep prepares students to persist to and through college in order to become active citizens.

Vision

To serve as the nation's leader in preparing students for success in college and beyond.

Students and staff at North Mission College Prep joyfully create a true college prep program by developing skills to be humble, hungry and people smart to ensure all students go to & through college. Staff will model humility, hunger and people smarts (heart) to create strong, lasting connections with students, colleagues and families.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 10

Perceptions 12

Priority Problem Statements 15

Data Documentation for CNA 19

Improvement Planning Data 20

Accountability Data 20

Student Data: Assessments 20

Student Data: Student Groups 21

Student Data: Behavior and Other Indicators 21

Employee Data 21

Parent/Community Data 22

Support Systems and Other Data 22

Goals 23

Goal 1 : Increase SAS (Student Achievement Score) for each STAAR/EOC classroom 24

Goal 2 : Increase Student Persistence 32

Goal 3 : Decrease Chronic Absenteeism. 36

Goal 4 : Increase Seniors Attending a 4-year College/University. 41

Goal 5 : Increase AEES Results. 44

Title I Summary 48

Title I Personnel 49

Comprehensive Needs Assessment

Demographics

Summary

Within our school community, we service 97.22% Hispanic/Latino and 2.12% of white from the ethnic population. We are a free, public charter school and students are accepted based off an application & pending space per grade level. We are allowed to go over the 120 threshold per grade level, however, it depends on the overall enrollment and room capacity, as we strive to ensure teachers have adequate space and classroom management to support all students. Our demographics are the following for the prior school year and will change once we have an update for the 25-26 school year.

Total Students: 756

Female: 348 (46%)

Male: 408 (54%)

Ethnicity: 735 (97.22%) Hispanic/Latino

EB - 416 (55.03%)

ESL - 64 (8.47%)

504 - 27 (3.57%)

Dyslexia - 16 (2.12%)

SPED - 85 (11.24%)

At Risk - 497 (64.74%)

Economic disadvantage - 697 (92.2%)

Strengths

We have a large percentage of our students coming from Economically disadvantaged situations, but have supports built in to ensure academic success with state ratings.

Based off a high percentage of economically disadvantaged students, we have more than 50% of our Critical Students meeting 2 years of growth in 1 academic year.

Increases in enrollment due to rolling enrollment have helped our enrollment stay above desired thresholds for budgetary reasons.

Students at risk or with special needs, such as Emergent Bilingual, SPED, etc. are identified before school begins and individual plans are put into place to support all students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	There is a gap with both Reading and Math for students coming from lower grades.	College identity is not instilled in grades K-12 consistently.
2 ★	There is a learning gap between general education students and Emergent Bilingual students.	There is not a language transition program at our campus.
3 ★	There is a learning gap between general education students and our special population students.	There has been inconsistent collaboration between general education teachers and special education teachers.
4	Attendance has been below the district goal of 97% throughout the 2024-25 school year.	Accountability througout all grade levels was not present from all staff .
5 ★	Attendance has been below the district goal of 97% throughout the 2024-25 school year.	Accountability system for ADA (ADA Escalation Matrix) follow up from all grade levels was not consistent throughout the year.

★ = Priority

Student Learning

Summary

Overall, we have been rated an A campus for the past 4 years and have high CCMR data, above 90% each year. Our graduation plans have also been at 100% over the first 4 graduating classes. We struggle with student retention, however, this past year, we were above 90%, which is the district benchmark, the entire year. Below is the data from our state exams this past year.

We had increases in Algebra 1 EOC & Biology EOC, along with ELA in 6th and 8th & 6th Math this past year.

Last school year the challenges we faced were that we saw an increase in English End Of Course failures with both our English 1 and 2 results.

College Prep	Subject	Grade	SE	SE Letter Grade	Target	SE Growth	Mock	Mock Letter Grade
	ELA	6th	78-64-25 (SAS 56)	85 (B)	60	63%	78-61-17 (SAS 52)	79 (
	ELA	7th	75 – 47 – 20 (SAS 47)	75 (C)	65	57%	77-44-12 (SAS 44)	72 (
	ELA	8th	90-60-26 (SAS - 59)	89 (B)	65	62%	83-60-22 (SAS 55)	83 (B
	Eng I	9th	68 – 56 – 12 (SAS 45)	73 (C)	60	78%	73-57-19 (SAS 50)	77 (
	Eng II	10th	78 – 61 – 11 (SAS 50)	77 (C)	53	75%	85-63-9 (SAS 52)	79 (
N. Mission CP	Math	6th	84-51-17 (SAS 51)	78 (C)	45	84%	74-30-8 (SAS 37)	64 (D
	Math	7th	37-17-1 (SAS – 18)	45 (F)	40	43%	60-19-1 (SAS 27)	53 (F
	Alg 1	8th	89-55-26 (SAS 57)	86 (B)	60	67%	84/55/25 (54)	
	Math	8th	TBD	TBD	80		TBD	
	Biology	8th	76-58-12 (SAS 49)	77 (C)	65		82-65-18 (SAS 55)	83 (B

SS	8th	76-47-26 (SAS 50)	77 (C)	65	[redacted]	81-51-32 (SAS 55)	83 (B	
US Hist.	11th	NA	NA	80		91-69-22 (SAS 60)	90 (A	

Strengths

Data Conversations were strong and helped come up with the list of gamechangers, or students who should be growing in their respective courses.

There was an increase in Algebra 1, Biology, and History scores from the prior year.

TELPAS data is at 40%, with strong implementation of the 4 square method to increase student levels in Reading, Writing, Listening and Speaking.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Lesson planning across the board is surface level.	Teachers not incorporating lesson plan feedback (around rigor and misconceptions) quicky.
2 ★	Writing is not implemented across content consistently.	Lack of teacher planning for quality writing opportunities (daily) that are tied to Language objectives for Core Classes.
3 ★	Lack of consistent implementation of accommodations/modifications for students with IEPs.	Lack of quality collaboration between core content teachers and SpEd teachers for lesson planning.
4 ★	Meets/masters students are not being challenged adequately during instruction.	Lack of pre-planned opportunities for student ownership/differentiation during instruction.
5	Inconsistent monitoring of Lesson Plan/Instructional systems (rehearsing, side-by-side planning, quality) feedback.	Montoring/Follow Through of systems was not consistent within the protocols.

★ = Priority

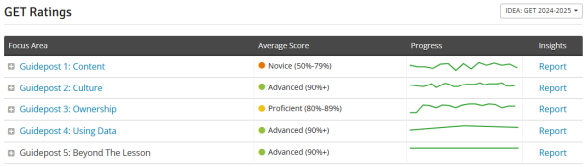
School Processes & Programs

Summary

At North Mission College Prep, staff had professional development half days this past year, while doing away with weekly professional development on Tuesdays.

There are weekly opportunities for managers to provide feedback on lesson plans to staff members, along with observing teachers on a weekly basis to provide ratings on Teachboost (also known as School Status) for supporting an increase in teacher pedagogy. On the table below, the campus ratings can be seen for the GET, Guidepost for Excellent Teaching. For the 2025-26 school year, we will be restructuring our Professional Development to be more consistent rather than monthly to better support exemplars in teaching pedagogy.

As you can see below, our campus struggled the most with lesson planning this past year.



GET Ratings

IDEA: GET 2024-2025

Focus Area	Average Score	Progress	Insights
Guidepost 1: Content	Novice (50%-79%)		Report
Guidepost 2: Culture	Advanced (90%+)		Report
Guidepost 3: Ownership	Proficient (80%-89%)		Report
Guidepost 4: Using Data	Advanced (90%+)		Report
Guidepost 5: Beyond The Lesson	Advanced (90%+)		Report

Strengths

100% of our teachers are rated on the GET rubric, which is the Guidepost for Excellent Teaching.

NMCP maintains an avg. of a 3.47 on GET 2

NMCP maintains an avg. of 3.32 on GET 3

Guidepost 2, 4 and 5 are the strongest GET ratings for the campus with Guidepost 2 (Culture), Guidepost 4 (Using Data) and Guidepost 5 (Beyond The Lesson).

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	100% of staff did not receive a GET rating weekly.	Inconsistent follow through with inputting ratings into Teachboost.
2	Inconsistent structure to half days.	Lack of clarity around plans for half day for both students and staff.
3 ★	There is a discrepancy between GET 1 (planning) & GET 3 (ownership).	Inconsistent follow up and follow through with GET 1 ratings.
4 ★	While some staff fulfill OPS responsibilities well, inconsistent follow-up leads to gaps in implementation across grade levels.	There is no clearly defined system to hold all staff accountable for meeting OPS expectations, resulting in inconsistent with follow up.
5 ★	HS teachers inconsistently respond to behavior based off Level 1, Level 2 and Level 3 infractions.	Lack of follow through on trainings with social and emotional needs (Move This World, PBIS, etc.)

★ = Priority

Perceptions

Summary

The staff's perspective of the school was one of being able to forge stronger bonds with staff and students to increase ADA and Student Persistence from the prior year.

We had a low engagement, less than 50% of our staff, take the Annual Employee Experience Survey.

Our strongest statements with staff were:

I would recommend my manager to other IDEA employees. – 94%

IDEA treats employees fairly no matter how they idenitify (race/ethnicity, gender identity, sexual orientation, language, socioeconomic background, physical and cognitive ability). – 94%

My leadership team values and responds to my feedback and ideas. – 85%

My leadership team demonstrates gratitude for good work and genuine efforts. – 82%

Our two lowest performing statements from staff were:

IDEA is a mentally and emotionally healthy place to work. – 41%

IDEA team members collaborate to get things done. – 62%

We were able to "Bring Joy" to our scholars throughout the year. Through the after-school programs, North Mission was able to add clubs for our scholars to build strong relationships and develop social skills. Through our UIL competitive program, students had the opportunity to participate in/play competitive sports. Over 50% of the population has students involved in an after-school club or sport.

We also focus on peer mediation to help resolve any conflict that arises on campus. Parents are contacted about the peer mediation and how conflicts are resolved on campus and most of the parents agree to the process of peer mediation.

Here is our student persistence and staff retention data.

- New Student Persistence: 78.04%

41 New Students

9 New Student Leavers.

- Overall Student Persistence: 90.02%

766 Students

75 Leavers

Teacher Retention

96.9%

Staff Retention

93.75%

Strengths

Family Survey –

95% of parents are proud to be IDEA parents

94% of parents feel welcome

94% of parents felt students are learning every day

46% of staff (30% passive) would recommend someone to work here.

72% believe there are equal opportunities for staff.

Persistence has been trending 2% above prior years average.

Only 1 student in 8th grade was withdrawn throughout the year.

80% Agree- The extent to which the staff believe their leaders are competent, capable and considerate.

76% Agree – Have a close friend/friendship at work.

94.2% ADA for the year, which is growth from prior year (find percentage)

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	AEES survey results for NMCP was below the RGV average (RGV - 75 Agree/19 Passive/6 Disagree and NMCP - 71/22/7)	Managers lacked follow up and accountability that staff completed AEES survey.
2 ★	"IDEA is mentally and emotionally healthy place to work" is 41/38/21 on the AEES survey	Lack of use of organization (conferences/backwards planning) and internalization of job description.
3	50% of parents don't know about Title 1 funds and the distribution of the funds.	Some parents aren't connected with campus Remind because staff hasn't taken time to sign parents up individually.
4 ★	College Prep staff struggle to consistently uphold expectations for professionalism.	Lack of clear systems aligned across grade levels (Persistence, ADA and other professionalism calls/ follow ups).
5 ★	Staff struggle with reasoning behind Tier 1 and Tier 2 college goal.	Lack of training for staff to develop their pitch for Tier 1 and Tier 2, regardless of their own preference.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	There is a learning gap between general education students and Emergent Bilingual students.	There is not a language transition program at our campus.
2 ★	There is a learning gap between general education students and our special population students.	There has been inconsistent collaboration between general education teachers and special education teachers.
3 ★	Writing is not implemented across content consistently.	Lack of teacher planning for quality writing opportunities (daily) that are tied to Language objectives for Core Classes.
4 ★	Lack of consistent implementation of accommodations/modifications for students with IEPs.	Lack of quality collaboration between core content teachers and SpEd teachers for lesson planning.
5 ★	There is a discrepancy between GET 1 (planning) & GET 3 (ownership).	Inconsistent follow up and follow through with GET 1 ratings.
6 ★	"IDEA is mentally and emotionally healthy place to work" is 41/38/21 on the AEES survey	Lack of use of organization (conferences/backwards planning) and internalization of job description.

7 ★	AEES survey results for NMCP was below the RGV average (RGV - 75 Agree/19 Passive/6 Disagree and NMCP - 71/22/7)	Managers lacked follow up and accountability that staff completed AEES survey.
8 ★	Meets/masters students are not being challenged adequately during instruction.	Lack of pre-planned opportunities for student ownership/differentiation during instruction.
9 ★	Attendance has been below the district goal of 97% throughout the 2024-25 school year.	Accountability system for ADA (ADA Escalation Matrix) follow up from all grade levels was not consistent throughout the year.
10 ★	While some staff fulfill OPS responsibilities well, inconsistent follow-up leads to gaps in implementation across grade levels.	There is no clearly defined system to hold all staff accountable for meeting OPS expectations, resulting in inconsistent with follow up.
11 ★	HS teachers inconsistently respond to behavior based off Level 1, Level 2 and Level 3 infractions.	Lack of follow through on trainings with social and emotional needs (Move This World, PBIS, etc.)
12 ★	College Prep staff struggle to consistently uphold expectations for professionalism.	Lack of clear systems aligned across grade levels (Persistence, ADA and other professionalism calls/ follow ups).

13 ★	Staff struggle with reasoning behind Tier 1 and Tier 2 college goal.	Lack of training for staff to develop their pitch for Tier 1 and Tier 2, regardless of their own preference.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Closing the Gaps Domain**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**

- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

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

Goals

Goal 1 Increase SAS (Student Achievement Score) for each STAAR/EOC classroom

Performance Objective 1 ☑ High Priority

Increase SAS (Student Achievement Score) to 55 for all STAAR/EOC classrooms.

Evaluation Data Source: Unit Exams
Semester Exams
Mock Exams
STAAR Exams

Strategy 1

Bi-weekly Content Meetings for Lesson Plan feedback and rehearsals per content.

Strategy's Expected Result/Impact: Improved GET ratings
Formative and Summative Assessment scores

Staff Responsible for Monitoring: Instructional Managers (Lisa, Rita, Martika)

Problem Statements: Student Learning 4 - School Processes & Programs 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Moderate Progress			

Strategy 2

3 Instructional Rounds bi-weekly with Instructional Leaders

Strategy's Expected Result/Impact: Improved GET ratings
Improved SAS scores

Staff Responsible for Monitoring: David Wagner

Problem Statements: Demographics 2, 3 - Student Learning 2, 3, 4 - School Processes & Programs 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November | March | July

Strategy 3

Weekly feedback with priority teachers through side-by-side planning to align STAAR/EOC/AP materials.

Strategy's Expected Result/Impact: Improved SAS
Improved College Readiness

Staff Responsible for Monitoring: APIs

Problem Statements: Demographics 2, 3 - Student Learning 2, 3, 4 - School Processes & Programs 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November | March | July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	There is a learning gap between general education students and Emergent Bilingual students.	There is not a language transition program at our campus.
3	There is a learning gap between general education students and our special population students.	There has been inconsistent collaboration between general education teachers and special education teachers.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Writing is not implemented across content consistently.	Lack of teacher planning for quality writing opportunities (daily) that are tied to Language objectives for Core Classes.
3	Lack of consistent implementation of accommodations/modifications for students with IEPs.	Lack of quality collaboration between core content teachers and SpEd teachers for lesson planning.
4	Meets/masters students are not being challenged adequately during instruction.	Lack of pre-planned opportunities for student ownership/differentiation during instruction.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	There is a discrepancy between GET 1 (planning) & GET 3 (ownership).	Inconsistent follow up and follow through with GET 1 ratings.

Performance Objective 2

34% of TELPAS composite scores increase 1 level or maintain ADvH

Evaluation Data Source: TELPAS Mock
TELPAS Exam

Strategy 1

Stratgically placing students in homerooms that support learning the English language.

Strategy's Expected Result/Impact: 34% of students meet composite growth/AdvH in TELPAS

Staff Responsible for Monitoring: Lisa Salinas

Problem Statements: Demographics 2 - Student Learning 2

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Accomplished

November	March	July

Strategy 2

Identify students who are not meeting the desired reading proficiency level and provide targetted interventions for reading, writing, listening and speaking.

Strategy's Expected Result/Impact: 42% on Mock TELPAS
42% composite on TELPAS

Staff Responsible for Monitoring: Lisa Salinas

Problem Statements: Demographics 2 - Student Learning 2

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November	March	July

Strategy 3

Provide SIOP/ELPS training as a campus through Region One/Online Modules

Strategy's Expected Result/Impact: Mock TELPAS composite at 42%
TELPAS at 42%

Staff Responsible for Monitoring: Lisa Salinas

Problem Statements: Demographics 2 - Student Learning 2

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

November	March	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	There is a learning gap between general education students and Emergent Bilingual students.	There is not a language transition program at our campus.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Writing is not implemented across content consistently.	Lack of teacher planning for quality writing opportunities (daily) that are tied to Language objectives for Core Classes.

Performance Objective 3

60% of Special Education Students are performing at Approaches or higher on STAAR/EOC exams.

Evaluation Data Source: Unit Exams
Semester Exams
Mock Exams
STAAR Exams

Strategy 1

Weekly collaboration meetings between mainstream teachers and SPED teachers.

Strategy's Expected Result/Impact:
60% of students performing at Approaches or Higher on STAAR/EOC

Staff Responsible for Monitoring: Martika Olivarez

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November | March | July

Strategy 2

Weekly monitoring student accommodations for in the classroom support with SPED teachers through Instructional Rounds.

Strategy's Expected Result/Impact: 60% of SPED students meeting approaches or higher
SPED - 23 SAS

Staff Responsible for Monitoring: Martika Olivarez

Problem Statements: Demographics 3 - Student Learning 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November | March | July

Strategy 3

Student Achievement Tracking system for each student in grades 6th - 12th for Domains 1 - 3 by using the campus unit tracker and respond to the data.

Strategy's Expected Result/Impact: Increase to 55 SAS on STAAR
Increase SPED to 60% Approaches on STAAR
TELPAS above 42%

Staff Responsible for Monitoring: APIs

Problem Statements: Demographics 2, 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	There is a learning gap between general education students and Emergent Bilingual students.	There is not a language transition program at our campus.
3	There is a learning gap between general education students and our special population students.	There has been inconsistent collaboration between general education teachers and special education teachers.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Lack of consistent implementation of accommodations/modifications for students with IEPs.	Lack of quality collaboration between core content teachers and SpEd teachers for lesson planning.

Performance Objective 4

80% of students in HB1416 met their growth goals.

Evaluation Data Source: Unit Exams
Semester Exams
Mock Exams
STAAR Exams

Strategy 1

Weekly tracking with HB 1416 minutes for teachers.

Strategy's Expected Result/Impact: 80% growth goals met in ELA
80% growth goals met in Math

Staff Responsible for Monitoring: APIs

Problem Statements: Demographics 2, 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Weekly Instructional Rounds around Intervention classes and intervention supports.

Strategy's Expected Result/Impact: 80% of students meeting growth goals on
Unit Exams
Semester Exams
Mock Exams
STAAR Exams

Staff Responsible for Monitoring: APIs

Problem Statements: Demographics 2, 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

November **March** **July**

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	There is a learning gap between general education students and Emergent Bilingual students.	There is not a language transition program at our campus.
3	There is a learning gap between general education students and our special population students.	There has been inconsistent collaboration between general education teachers and special education teachers.

Goal 2 Increase Student Persistence

Performance Objective 1 ☑ High Priority

Increase Student Persistence in 8th to 9th grade by 10% from 2025 Persistence.

Evaluation Data Source: Weekly Persistence Tracking
Transition Meeting Progress

Strategy 1

Train staff on why college matters, specifically T1 and T2 colleges.

Strategy's Expected Result/Impact: 10% increase in commitments for 8th to 9th persistence.

Staff Responsible for Monitoring: Arianna Diaz

Problem Statements: Perceptions 5

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November	March	July

Strategy 2

Weekly accountability follow up on social and emotional support systems (PBIS, MTSS, Move This World).

Strategy's Expected Result/Impact: 10% incrase in 8th to 9th Persistence
Weekly Persistence on track with district benchmark

Staff Responsible for Monitoring: Sylvia Camacho

Problem Statements: School Processes & Programs 5

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 3

Train staff on different levels of culture/discipline measures and revisit as needed.

Strategy's Expected Result/Impact: At or above monthly benchmark for Persistence

Staff Responsible for Monitoring: APIs

Problem Statements: School Processes & Programs 5

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	HS teachers inconsistently respond to behavior based off Level 1, Level 2 and Level 3 infractions.	Lack of follow through on trainings with social and emotional needs (Move This World, PBIS, etc.)

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
5	Staff struggle with reasoning behind Tier 1 and Tier 2 college goal.	Lack of training for staff to develop their pitch for Tier 1 and Tier 2, regardless of their own preference.

Performance Objective 2

Ensure a 90% campus overall persistence rate.

Evaluation Data Source: Weekly tracking above benchmark for student leavers.

Strategy 1

Provide counseling tailored to student needs by prioritizing students on the Mission List.

Strategy's Expected Result/Impact: Weekly tracking above benchmark for student leavers.
Above Benchmarks

Staff Responsible for Monitoring: Sylvia Camacho

Problem Statements: School Processes & Programs 4 - Perceptions 4

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



November **March** **July**

Strategy 2

Monitor and support new student onboarding by following through with onboarding process guide.

Strategy's Expected Result/Impact: Meeting benchmark monthly for persistence

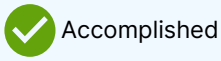
Staff Responsible for Monitoring: Rosa Rodriguez

Problem Statements: School Processes & Programs 4 - Perceptions 4

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



November **March** **July**

Strategy 3

Offer opportunities for families to participate in workshops, and parent education sessions to enhance their connection to the school community and reinforce the importance of staying enrolled at IDEA North Mission AC & CP to increase student achievement.

Strategy's Expected Result/Impact: 90% Student Persistence
Attendance Rate for parent meetings
STAAR performing at 55 SAS

Staff Responsible for Monitoring: Sylvia Camacho

Problem Statements: School Processes & Programs 4 - Perceptions 4, 5

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	While some staff fulfill OPS responsibilities well, inconsistent follow-up leads to gaps in implementation across grade levels.	There is no clearly defined system to hold all staff accountable for meeting OPS expectations, resulting in inconsistent with follow up.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	College Prep staff struggle to consistently uphold expectations for professionalism.	Lack of clear systems aligned across grade levels (Persistence, ADA and other professionalism calls/follow ups).
5	Staff struggle with reasoning behind Tier 1 and Tier 2 college goal.	Lack of training for staff to develop their pitch for Tier 1 and Tier 2, regardless of their own preference.

Goal 3 Decrease Chronic Absenteeism.

Performance Objective 1 ☑ High Priority

Decrease Chronic Absenteeism in 6th - 12th by 1.5%

Evaluation Data Source: Weekly tracking for Chronic Absenteeism

Strategy 1

Put tracking in place specifically for Chronic Absentee students in grades 6th - 12th

Strategy's Expected Result/Impact: Decrease Chronic Absentee students by 5%

Staff Responsible for Monitoring: Rosa Rodriguez

Problem Statements: Demographics 5 - School Processes & Programs 4 - Perceptions 4

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

✓ Accomplished

November	March	July

Strategy 2

Partner with violence prevention programs (DPS, anti-bullying and other programs) and execute lessons on violence prevention with students and staff.

Strategy's Expected Result/Impact: Decrease Chronic Absentee List by 5%

Staff Responsible for Monitoring: Rosa Rodriguez

Problem Statements: Demographics 5 - School Processes & Programs 4 - Perceptions 4

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November	March	July

Strategy 3

Monthly parent conferences during conference times or PD days to increase parent engagement on campus.

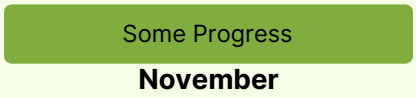
Strategy's Expected Result/Impact: 90% student persistence
96% OTG
Decrease Chronic Absentee List

Staff Responsible for Monitoring: Rosa Rodriguez
Sylvia Camacho

Problem Statements: Demographics 5 - Perceptions 2, 4

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 4

Implement early intervention measures and support services, including targeted interventions, data monitoring, and ADA Leader/Teacher calls, to address attendance concerns.

Strategy's Expected Result/Impact: Decrease Chronic Absentee List
Performance in relation to ADA goal tracking

Staff Responsible for Monitoring: Rosa Rodriguez

Problem Statements: Demographics 5 - School Processes & Programs 4 - Perceptions 4

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Attendance has been below the district goal of 97% throughout the 2024-25 school year.	Accountability system for ADA (ADA Escalation Matrix) follow up from all grade levels was not consistent throughout the year.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	While some staff fulfill OPS responsibilities well, inconsistent follow-up leads to gaps in implementation across grade levels.	There is no clearly defined system to hold all staff accountable for meeting OPS expectations, resulting in inconsistent with follow up.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	"IDEA is mentally and emotionally healthy place to work" is 41/38/21 on the AEES survey	Lack of use of organization (conferences/ backwards planning) and internalization of job description.
4	College Prep staff struggle to consistently uphold expectations for professionalism.	Lack of clear systems aligned across grade levels (Persistence, ADA and other professionalism calls/follow ups).

Performance Objective 2

100% of students meet their fitness data goal through physical activity (MVPA TEC 11.253(d)(10))

Evaluation Data Source: Student Fitness assessment data

Strategy 1

Implement better tracking system and procedures to monitor IHT watches

Strategy's Expected Result/Impact: 100% meet their foal on fitness data
Decrease Chronic Absentee List by 5%
95+% for ADA

Staff Responsible for Monitoring: Lisa Salinas
PE Coaches

Problem Statements: Demographics 5 - School Processes & Programs 4

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Attendance has been below the district goal of 97% throughout the 2024-25 school year.	Accountability system for ADA (ADA Escalation Matrix) follow up from all grade levels was not consistent throughout the year.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	While some staff fulfill OPS responsibilities well, inconsistent follow-up leads to gaps in implementation across grade levels.	There is no clearly defined system to hold all staff accountable for meeting OPS expectations, resulting in inconsistent with follow up.

Performance Objective 3

North Mission CP will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8)).

Evaluation Data Source: % of signatures for lessons
ADA
Persistence

Strategy 1

Map out dates, times, grade levels to execute the Anti-bullying, SSS curriculum prior to the deadline.

Strategy's Expected Result/Impact: Meeting District Persistence Benchmarks
Improved ADA

Staff Responsible for Monitoring: Sylvia Camacho

Problem Statements: Demographics 5 - School Processes & Programs 5 - Perceptions 4

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Accomplished

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
5	Attendance has been below the district goal of 97% throughout the 2024-25 school year.	Accountability system for ADA (ADA Escalation Matrix) follow up from all grade levels was not consistent throughout the year.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	HS teachers inconsistently respond to behavior based off Level 1, Level 2 and Level 3 infractions.	Lack of follow through on trainings with social and emotional needs (Move This World, PBIS, etc.)

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	College Prep staff struggle to consistently uphold expectations for professionalism.	Lack of clear systems aligned across grade levels (Persistence, ADA and other professionalism calls/follow ups).

Goal 4 Increase Seniors Attending a 4-year College/University.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

85% of seniors attend a 4-year College/University in 2026.

Evaluation Data Source: Matriculation
CCMR tracking

Strategy 1

Support senior students to become TSI exempt by March 2026.

Strategy's Expected Result/Impact: 75% + for 4-year college matriculation
100% TSI exemption for senior class

Staff Responsible for Monitoring: Arianna Diaz

Problem Statements: Student Learning 2, 4 - Perceptions 5

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Instructional Rounds around College Readiness in RTTC classrooms

Strategy's Expected Result/Impact: 100% of students accepted to 4-year college/university
75% matriculate to college/university

Staff Responsible for Monitoring: Arianna Diaz, Dani Flores & APIs

Problem Statements: Student Learning 2, 4 - Perceptions 5

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Writing is not implemented across content consistently.	Lack of teacher planning for quality writing opportunities (daily) that are tied to Language objectives for Core Classes.
4	Meets/masters students are not being challenged adequately during instruction.	Lack of pre-planned opportunities for student ownership/differentiation during instruction.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
5	Staff struggle with reasoning behind Tier 1 and Tier 2 college goal.	Lack of training for staff to develop their pitch for Tier 1 and Tier 2, regardless of their own preference.

Performance Objective 2 ☑ HB3 Goal

Increase ACT/TSI scores for Juniors and Seniors for 2025-26 school year.

Evaluation Data Source: ACT results
TSI results

Strategy 1

Increase ACT scores by focusing on Math instruction 2 weeks before ACT exam.

Strategy's Expected Result/Impact: ACT average of 19+
TSI 100% for seniors

Staff Responsible for Monitoring: Arianna Diaz

Problem Statements: Student Learning 4 - Perceptions 5

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

November	March	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	Meets/masters students are not being challenged adequately during instruction.	Lack of pre-planned opportunities for student ownership/differentiation during instruction.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
5	Staff struggle with reasoning behind Tier 1 and Tier 2 college goal.	Lack of training for staff to develop their pitch for Tier 1 and Tier 2, regardless of their own preference.

Goal 5 Increase AEES Results.

Performance Objective 1 ☑ High Priority

NMCP Staff will be at 80% Agree/Strongly Agree with Overall Statements on AEES.

Evaluation Data Source: AEES results

Strategy 1

Clarify Leader Expectations through created documents to train leaders in July.

Strategy's Expected Result/Impact: 80% or higher on AEES survey.

Staff Responsible for Monitoring: David Wagner

Problem Statements: Perceptions 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	July
✓ Accomplished	✓ Accomplished	

Strategy 2

Set & train staff on operating mechanisms (school systems) to inspect non-negotiables for campus leader and teacher expectations.

Strategy's Expected Result/Impact: AEES results are 80% or higher.

Staff Responsible for Monitoring: David Wagner

Problem Statements: School Processes & Programs 4

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Strategy 3

Monitor staff fidelity to questions and responding to feedback surveys through check-ins.

Strategy's Expected Result/Impact: 100% of staff respond to feedback surveys throughout the year.

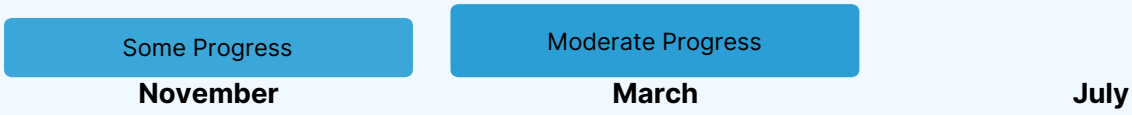
Staff Responsible for Monitoring: David Wagner

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
4	While some staff fulfill OPS responsibilities well, inconsistent follow-up leads to gaps in implementation across grade levels.	There is no clearly defined system to hold all staff accountable for meeting OPS expectations, resulting in inconsistent with follow up.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	AEES survey results for NMCP was below the RGV average (RGV - 75 Agree/19 Passive/6 Disagree and NMCP - 71/22/7)	Managers lacked follow up and accountability that staff completed AEES survey.
2	"IDEA is mentally and emotionally healthy place to work" is 41/38/21 on the AEES survey	Lack of use of organization (conferences/ backwards planning) and internalization of job description.

Performance Objective 2

85% of NMCP staff retention for the 25-26 school year.

Evaluation Data Source: Staff Retention data
Monthly Survey Results

Strategy 1

Create a long-term plan (calendar) for celebrations and appreciations for staff (appreciation days/weeks, monthly breakfast with staff, etc.)

Strategy's Expected Result/Impact: 85% staff retention
AEES results increase

Staff Responsible for Monitoring: Managers

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Strategy 2

Half Day Warrior Nights with Academy for awards and appreciation for staff and post on Facebook for recruitment efforts.

Strategy's Expected Result/Impact: 85% staff retention
AEES results increase

Staff Responsible for Monitoring: Ginna Elizondo

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Strategy 3

Monthly touchpoints (either survey, Pulse Check In with manager, or direct check in with principal)

Strategy's Expected Result/Impact: AEES results increase
Staff Retention above 85%

Staff Responsible for Monitoring: David Wagner

Problem Statements: Perceptions 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	AEES survey results for NMCP was below the RGV average (RGV - 75 Agree/19 Passive/6 Disagree and NMCP - 71/22/7)	Managers lacked follow up and accountability that staff completed AEES survey.
2	"IDEA is mentally and emotionally healthy place to work" is 41/38/21 on the AEES survey	Lack of use of organization (conferences/ backwards planning) and internalization of job description.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALBERTO LUIS	TEACHER - INTERVENTIONIST	School-wide Program	1
BLANCA E LEAL	TEACHER - INTERVENTIONIST	School-wide Program	1
ELIZABETH CARCEDO	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools



Owassa Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:26 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Behavior and Other Indicators 17

Employee Data 18

Parent/Community Data 18

Goals 19

Goal 1 : Increase Staff Retention 20

Goal 2 : Increase Campus ADA 22

Goal 3 : Increase Student Engagement and Culture 25

Goal 4 : Increase Student Persistence 27

Goal 5 : Increase student Achievement 30

Title I Summary 36

Title I Personnel 37

Comprehensive Needs Assessment

Demographics

Summary

Owassa Academy serves about 678 students in grades K- 5th in Pharr, Texas. We are a public charter school that works by having open enrollment throughout the year. We have a great curriculum in our lower grades K-2nd that is tailored to each student's need and we also have a great Special Education program with qualified teachers that let us provide instruction to all students. Our school demographics consist of:

African American: 0.29%
American Indian: 0.15%
Pacific Islander: 0.29%
Hispanic: 91.30%
White: 6.49%
Asian: 1.03%
Two or more races: 0.44%
Economically Disadvantage: 82.60%
EL: 60.21%
Sped: 7.67%
Female: 335
Male: 343

Strengths

Owassa Academy has a strong culture and climate where students, staff, and parents feel a good sense of belonging.
Owassa culture is built with a foundation of communication, this helps parents understand the importance of students' presence to ensure a college-ready education.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	There is a need to follow the campus behavior plan	The root cause is the inconsistency of accountability from all stakeholders in the use of the behavior plan
2 ★	There is a need to increase ADA and decrease excessive tardiness	The root cause is the inconsistency of staff members not following the matrix and or escalation systems for ADA

★ = Priority

Student Learning

Summary

Our K through 2nd Grade students ended the year in Reading at 54% on level for DI. Teachers and leaders worked collaboratively to develop intervention plans from the beginning of year utilizing backwards plans. K-2nd grade students met 90/60/30 for semester exams in Science and Social Studies due to strong lesson delivery. 3rd- 5th grade teachers worked tirelessly to provide our students with quality instruction that challenged their thinking daily. Our SAS increased from Semester Mock to March Mock. 3rd grade ELA team increased from a 34% to a 49%, 3rd grade math increased 35% to 37%, 4th grade ELA team increased from 43% to 53%, and 4th grade math increased from 48% to a 54%. Pre-liminary SAS for 3rd ELA is a 44, 3rd math 38, 4th ELA 59, 4th Math 47, 5th ELA 52, & 5th Math 53. Overall 3rd-5th STAAR we increased 3%.

Strengths

-Technology has helped students stay motivated and engaged
- Intervention to support in closing gaps
- Incentives to promote student growth in all exams.(ex. raffles, bingo cards)
-Screen to scratch/ penmanship (3rd-5th)

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	There is a lack of EB/EL language support in the classroom.	The root cause of the lack of EB/EL language support is no integration of EB-focused content into core teacher-training curriculum, resulting in teachers entering classrooms without foundational knowledge of language development.
2 ★	There is a lack of ongoing professional development for gen ed teachers on how to effectively support students with IEPs in inclusive settings.	The root cause of the lack of development for gen ed teachers with IEPs is insufficient collaboration between general and special education teachers which leads to a weak understanding of how to support IEP implementation in inclusive setting.
3 ★	There is a lack of teacher preparation and training in effectively differentiating instruction to meet the diverse academic and learning needs of all students.	The root cause of teacher differentiating instruction is explicit modeling and guided practice in how to plan and implement differentiated lessons, which leaves teachers unsure of how to apply theory to real classroom settings.

★ = Priority

School Processes & Programs

Summary

At IDEA Owassa Academy, we have 2 Master Teachers, 14 Advanced High Performing Teachers, and 6 High Performing Teachers

Programs:

- DI Curriculum
- Wit & Wisdom
- Social Studies- Insight
- Science - Amplify
- Math - Eureka
- Being a Writer
- Special Education
- Bilingual/ESL
- RTI
- 504
- AR
- Hotspot
- CSI
- TCP - Teacher Career Pathway
- TIA - Teacher Incentive Allotment
- Out of School Programming

Processes:

- Bi-weekly staff meetings
- Weekly Grade Level Meetings
- Weekly classroom observations by instructional leaders
- Weekly targeted practice sessions
- Weekly culture and instructional rounds
- Weekly content meetings
- Early Release Professional Development
- Quarterly PTGs
- Daily door sweeps/safety drills/safety audits

Strengths

- Established processes are followed with fidelity and involve the input of all stakeholders
- Lead team instructional round process based on targeted district focused GETs
- Processes have served to assist campus in the early identification of students needing special services such special education, 504, speech, etc
- Teacher development processes continue throughout the year to strengthen teachers still related to instructional delivery

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	There is a need for increased opportunities for student ownership in the classroom.	The root cause of the lack of student ownership and opportunities for independent thinking is a teacher-centered approach to instruction, driven by pacing pressures and limited support for implementing strategies that shift cognitive responsibility to students.
2 ★	There is a lack of TEKS aligned integration into content curriculums issued by the district.	The root cause of the lack of TEKS alignment is the professional development trainings are focused on the content curriculum rather TEKS based approaches.

★ = Priority

Perceptions

Summary

We are guided by core values that shape our decisions and actions, using data to identify and address areas for growth. Our campus leadership team and teachers respond promptly to parent concerns and communication and actively engage families through social media and school events.

Strengths

1. We currently have access to systems and procdures, that when used with fidelity, will be successful in investment of all stakeholders.

2. Teachers and staff consistently show up daily.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	1. There is a lack of parent engagement in school events and academic progress.	1. The root cause of low parent engagement is the need for personal connections & communication accountability between teachers & parents.
2 ★	There lack of teacher led incentives and celebrations.	The root cause of the low student incentives & celebrations is the lack of planning of weekly, monthly & yearly celebrations for mastery of assessments/lesson progress
3 ★	There is a growing need of empathy, grace and understanding among staff members.	The root cause is the lack of fidelity to the IDEA staff handbook & IDEA core values.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	There is a lack of ongoing professional development for gen ed teachers on how to effectively support students with IEPs in inclusive settings.	The root cause of the lack of development for gen ed teachers with IEPs is insufficient collaboration between general and special education teachers which leads to a weak understanding of how to support IEP implementation in inclusive setting.
2 ★	There is a need for increased opportunities for student ownership in the classroom.	The root cause of the lack of student ownership and opportunities for independent thinking is a teacher-centered approach to instruction, driven by pacing pressures and limited support for implementing strategies that shift cognitive responsibility to students.
3 ★	There is a need to increase ADA and decrease excessive tardiness	The root cause is the inconsistency of staff members not following the matrix and or escalation systems for ADA
4 ★	There is a lack of TEKS aligned integration into content curriculums issued by the district.	The root cause of the lack of TEKS alignment is the professional development trainings are focused on the content curriculum rather TEKS based approaches.
5 ★	There is a need to follow the campus behavior plan	The root cause is the inconsistency of accountability from all stakeholders in the use of the behavior plan
6 ★	There is a lack of EB/EL language support in the classroom.	The root cause of the lack of EB/EL language support is no integration of EB-focused content into core teacher-training curriculum, resulting in teachers entering classrooms without foundational knowledge of language development.

7 ★	There is a lack of teacher preparation and training in effectively differentiating instruction to meet the diverse academic and learning needs of all students.	The root cause of teacher differentiating instruction is explicit modeling and guided practice in how to plan and implement differentiated lessons, which leaves teachers unsure of how to apply theory to real classroom settings.
8 ★	1. There is a lack of parent engagement in school events and academic progress.	1. The root cause of low parent engagement is the need for personal connections & communication accountability between teachers & parents.
9 ★	There lack of teacher led incentives and celebrations.	The root cause of the low student incentives & celebrations is the lack of planning of weekly, monthly & yearly celebrations for mastery of assessments/lesson progress
10 ★	There is a growing need of empathy, grace and understanding among staff members.	The root cause is the lack of fidelity to the IDEA staff handbook & IDEA core values.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Intervention data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**

- [x] **Enrollment trends**
- [x] **Mobility/stability rate, including longitudinal data**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Goals

Goal 1 Increase Staff Retention

Performance Objective 1 ☑ High Priority

Increase AES survey by 2% in the statement I would recommend my manager.

Strategy 1

Provide instructional and positive feedback on a weekly basis

Strategy's Expected Result/Impact: Increase our staff retention

Staff Responsible for Monitoring: Principal, APO, APIs and all other managers

Problem Statements: Perceptions 3

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Support and Invest staff by making them feel appreciated and valued through different incentives and words of affirmations monthly.

Strategy's Expected Result/Impact: Staff will feel valued and stay at our campus.

Staff Responsible for Monitoring: Principal, APIs, APO and all other managers.

Problem Statements: Perceptions 3

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

Have at least 2 celebrations/tokens of appreciation per month for the staff

Strategy's Expected Result/Impact: Staff will feel valued and cared for

Staff Responsible for Monitoring: Principal, AA and APIs

Problem Statements: Perceptions 3

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	There is a growing need of empathy, grace and understanding among staff members.	The root cause is the lack of fidelity to the IDEA staff handbook & IDEA core values.

Goal 2 Increase Campus ADA

Performance Objective 1 ☑ High Priority

Increase Campus ADA by 2% by being in Quartile 3

Strategy 1

Have consistent ADA huddles and report out using the ADA daily tracker to see the total amount of students absent and magic number.

Strategy's Expected Result/Impact: Be able to have a clear picture and understanding how each grade level is doing with ADA and the students of concerns and next steps.

Staff Responsible for Monitoring: APO, ADA Support staff, and GTL's.

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Promote ADA incentives 1 week prior the ADA incentive begins and having the flyer and everything ready to post it on the hallways and visible to all students and staff.

Strategy's Expected Result/Impact: Motivate students to come to school in order to be able to participate in the ADA incentive.

Staff Responsible for Monitoring: SIS and APO.

Formative Reviews

Some Progress

November **March** **July**

Strategy 3

Shout out grade levels ADA glows on social media and AIS

Strategy's Expected Result/Impact: Motivate parents, teachers, and students to continue doing great and highlight the great job they are doing in coming to school every day.

Staff Responsible for Monitoring: SIS and APO.

Formative Reviews

Some Progress

November | March | July

Performance Objective 2 ☑ High Priority

Decrease Chronic Absenteeism by 2%

Strategy 1

Update the chronically absent focus group monthly and discuss the students the first of the month with the ADA support staff and GTL's.

Strategy's Expected Result/Impact: Be able to target those students of concern and decrease the chronically absent % by 2%.

Staff Responsible for Monitoring: APO, ADA support staff, and GTL's

Formative Reviews

Some Progress

November | March | July

Strategy 2

Follow the ADA Matrix and have ADA Matrix printed and ready to see the next steps depending on the students total absences.

Strategy's Expected Result/Impact: Be able to ensure the next steps are followed on the ADA Matrix during ADA.

Staff Responsible for Monitoring: APO and SIS

Formative Reviews

Some Progress

November | March | July

Strategy 3

Have a touchpoint with the focus group students present (saying good morning, thanking them for coming to school etc.)

Strategy's Expected Result/Impact: Make the students feel welcome and appreciated for coming to school and motivate the to cotinue coming to school daily.

Staff Responsible for Monitoring: APO and SIS.

Formative Reviews

November	March	July
Some Progress		

Goal 3 Increase Student Engagement and Culture

Performance Objective 1

AC: 100% of Schools will in compliance with Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Semester 1 Card Pick up

Strategy 1

Compliance will take place by tracking event participation, ensuring documentation is uploaded and organized, Title 1 point person will review compliance quarterly and adjust strategies as needed.

Strategy's Expected Result/Impact: 100% compliance is expected

Staff Responsible for Monitoring: School Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Increase Academy event participation by consistent sharing of events through social media. One month before will be shared weekly, the week of events, the event will be shared daily.

Strategy's Expected Result/Impact: Increased family engagement and participation in Academy events.

Staff Responsible for Monitoring: SC

Title I: 2.5.1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November **March** **July**

Performance Objective 2

AC: 95%% of Teachers will use PBIS on a weekly basis and documenting incidents on BRS

Strategy 1

Track PBIS Weekly and share on midweek and weekly report to entire campus

Strategy's Expected Result/Impact: Sharing data on a weekly basis promotes transparency, accountability, and collaboration. Consistent data sharing also fosters collective ownership of goals, encourages timely adjustments, and ensures everyone is aligned in working toward improved outcomes.

Staff Responsible for Monitoring: School Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November	March	July

Goal 4 Increase Student Persistence

Performance Objective 1

AC Campus will recieve a score of proficient or higher on the campus safety scorecard for the 26-26 school year.

Strategy 1

Have bi-weekly walkthroughs with FM and using the safety rubric checklist ensure campus is in compliance with all safety requirements

Strategy's Expected Result/Impact: Be able to identify and gaps in our safety requirements and be able to close them in a timely manner.

Staff Responsible for Monitoring: FM and APO

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Send out emails to all staff reminding them to follow all safety policies and procedures and if there are any gaps that need to be closed.

Strategy's Expected Result/Impact: Remind all staff to follow all safety protocols and be able to stay in compliance. (closing doors, wearing badge, etc.)

Staff Responsible for Monitoring: APO

Formative Reviews

November	March	July
Some Progress		

Strategy 3

Have consistent monthly CCT meetings to be able to discuss any safety gaps or concerns.

Strategy's Expected Result/Impact: Have all CCT members be able to support and ensure safety protocals are followed.

Staff Responsible for Monitoring: All CCT member and APO.

Formative Reviews

Some Progress

November | March | July

Performance Objective 2 ☑ High Priority

100% of K-5th grade levels will receive target SEL Lesson once a month by Counselor

Strategy 1

Counselor will plan out an annual schedule of monthly lessons to be delivered in class during elective times.

Strategy's Expected Result/Impact: Students who receive consistent, monthly social emotional learning lessons demonstrate increased ability to persist in school by developing the skills necessary to manage emotions, overcome challenges, and remain engaged in learning.

Staff Responsible for Monitoring: School Counselor

Title I: 2.5.1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November | March | July

Performance Objective 3 ☑ High Priority

Increase student persistence by 5%

Evaluation Data Source: Student Leaver Log

Strategy 1

Create a calendar to assure 100% of state mandated lessons are delivered by given deadline.

Strategy's Expected Result/Impact: Increase persistence

Staff Responsible for Monitoring: Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews


Accomplished

November **March** **July**

Strategy 2

Increase and maintain consistent family communication

Strategy's Expected Result/Impact: Building stronger relationships with families and improved communication will help parents feel informed, supported, and connected to our campus community--leading to greater trust, satisfaction, and student persistence

Staff Responsible for Monitoring: School Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November **March** **July**

Strategy 3

Increase social media engagement; SC will post 3-5 social media (Facebook) posts weekly.

Strategy's Expected Result/Impact: Increase parent engagement and communication.

Staff Responsible for Monitoring: SC

Title I: 2.5.1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November **March** **July**

Goal 5 Increase student Achievement

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase student "Meets" in ELA 3rd-5th STAAR to 55%

Evaluation Data Source: IA Interim Assessments, District & Campus Assessments, Exit Tickets & Do Nows

Strategy 1

Analyze benchmark & formative assessments to identify low TEKS by student and class

Strategy's Expected Result/Impact: Through consistent analysis of benchmark and formative assessment data, teachers will identify low performing TEKS and student skill gaps. This will lead to targeted reteach plans and differentiated instruction, resulting in measurable improvement in student mastery on subsequent assessments and overall growth in their grade level proficiency.

Staff Responsible for Monitoring: Principal, API, Teachers, VP, Interventionists

Problem Statements: Student Learning 1, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a lack of EB/EL language support in the classroom.	The root cause of the lack of EB/EL language support is no integration of EB-focused content into core teacher-training curriculum, resulting in teachers entering classrooms without foundational knowledge of language development.
3	There is a lack of teacher preparation and training in effectively differentiating instruction to meet the diverse academic and learning needs of all students.	The root cause of teacher differentiating instruction is explicit modeling and guided practice in how to plan and implement differentiated lessons, which leaves teachers unsure of how to apply theory to real classroom settings.

Performance Objective 2 ☑ High Priority

Increase DIBELS growth by 35% by EOY

Evaluation Data Source: DI Online, mCLASS Biliteracy DIBELS Measures BOY/MOY/EOY, DIBELS Progress Monitoring

Strategy 1

Effective Data Tracking and targeted interventions in order to build literacy skills identified by mCLASS Biliteracy Reports.

Strategy's Expected Result/Impact: Targeted Interventions and consistent data tracking will lead to improved student literacy outcomes and increase mastery of reading and writing standards.

Staff Responsible for Monitoring: Teachers, API, Principal, Regional Early Childhood Coaches

Problem Statements: Student Learning 3

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	There is a lack of teacher preparation and training in effectively differentiating instruction to meet the diverse academic and learning needs of all students.	The root cause of teacher differentiating instruction is explicit modeling and guided practice in how to plan and implement differentiated lessons, which leaves teachers unsure of how to apply theory to real classroom settings.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Increase student SPED "Meets" to achieve 45% Math / 40% RLA for 3rd-5th STAAR.

Evaluation Data Source: IA Interim Assessments, District & Campus Assessments, Exit Tickets & Do Nows

Strategy 1

In school and after school tutoring

Strategy's Expected Result/Impact: Intended impact is that skills and strategies will be reviewed to close any achievement gaps.

Staff Responsible for Monitoring: Teachers, SPED teachers, APIs, Principal

Problem Statements: Student Learning 3 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Effective Data Tracking for Domain 1-3

Strategy's Expected Result/Impact: The impact of teacher and student tracking subgroups on a daily basis will identify skills that need intervention and help create individualized learning pathways for students.

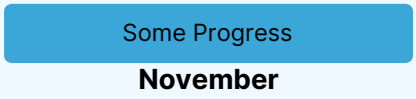
Staff Responsible for Monitoring: Teachers, APIs, Interventionists, Principal

Problem Statements: Student Learning 2, 3 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	There is a lack of ongoing professional development for gen ed teachers on how to effectively support students with IEPs in inclusive settings.	The root cause of the lack of development for gen ed teachers with IEPs is insufficient collaboration between general and special education teachers which leads to a weak understanding of how to support IEP implementation in inclusive setting.
3	There is a lack of teacher preparation and training in effectively differentiating instruction to meet the diverse academic and learning needs of all students.	The root cause of teacher differentiating instruction is explicit modeling and guided practice in how to plan and implement differentiated lessons, which leaves teachers unsure of how to apply theory to real classroom settings.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for increased opportunities for student ownership in the classroom.	The root cause of the lack of student ownership and opportunities for independent thinking is a teacher-centered approach to instruction, driven by pacing pressures and limited support for implementing strategies that shift cognitive responsibility to students.

Performance Objective 4 ☑ High Priority

50% of Accelerated student's get to the approaches proficiency band or higher in Reading and Math

Evaluation Data Source: Locus Dashboard, Powerschool, IAs, Benchmarks & Assessments

Strategy 1

Targeted Interventions

Strategy's Expected Result/Impact: HB students receiving targeted interventions will address specific student learning gaps identified through benchmark & formative assessments. As a result, students receiving interventions will demonstrate measurable growth in mastery of low-performing TEKS, reflected in improved performance on progress monitoring and end of unit exams.

Staff Responsible for Monitoring: Teachers, API, Principal, VP

Problem Statements: Student Learning 1, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November	March	July

Strategy 2

Differentiated instruction

Strategy's Expected Result/Impact: Intended impact is that skills and strategies will be reviewed to close any achievement gaps through lesson plans and differentiated during in school and after school tutoring

Staff Responsible for Monitoring: Teachers, APIs, Principal

Problem Statements: Student Learning 3 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November	March	July

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a lack of EB/EL language support in the classroom.	The root cause of the lack of EB/EL language support is no integration of EB-focused content into core teacher-training curriculum, resulting in teachers entering classrooms without foundational knowledge of language development.
3	There is a lack of teacher preparation and training in effectively differentiating instruction to meet the diverse academic and learning needs of all students.	The root cause of teacher differentiating instruction is explicit modeling and guided practice in how to plan and implement differentiated lessons, which leaves teachers unsure of how to apply theory to real classroom settings.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need for increased opportunities for student ownership in the classroom.	The root cause of the lack of student ownership and opportunities for independent thinking is a teacher-centered approach to instruction, driven by pacing pressures and limited support for implementing strategies that shift cognitive responsibility to students.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALEJANDRINA SALINAS	COTEACHER	School-wide Program	1
EVELYN CRISTELLE ARANDA	COTEACHER	School-wide Program	1
KARINA PESTANA	COTEACHER	School-wide Program	1
MARISSA LOPEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
SYLVIA SUSANA SALINAS	TEACHER - INTERVENTIONIST	School-wide Program	1
TORI LYNETTE VILLARREAL	COTEACHER	School-wide Program	1
TULSI MARIANA MENDOZA	COTEACHER	School-wide Program	1

IDEA Public Schools



Owassa College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:26 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Priority Problem Statements 7

Goals 10

Goal 1 : Increase Student Meets Performance 11

Goal 2 : Increase ADA on Campus 15

Goal 3 : Increase Staff Satisfaction 17

Goal 4 : Increase College Access to Students 19

Goal 5 : Increase Campus Culture and Engagement 23

Title I Summary 26

Title I Personnel 27

Committees 28

School Processes and Program 29

Meeting Logs 29

Members 29

Comprehensive Needs Assessment

Demographics

Summary

IDEA Owassa College Prep, located in Pharr, Texas, is a high-performing charter school founded in 2018. As a full-scale campus currently serving grades 6–12, we are proud to announce that our inaugural senior class will achieve 100% college matriculation or military enlistment, reflecting our unwavering commitment to preparing every student for life beyond high school.

Enrollment at IDEA Owassa is open to all students through a transparent and inclusive process. Our academic model is rooted in Data-Driven Instruction: we establish clear, measurable goals and monitor student progress on a daily, weekly, and monthly basis. By identifying trends in student performance and analyzing misconceptions, we adjust instruction in real time to meet students where they are. In addition to strong core academics, we offer daily intervention and targeted tutoring to support all learners.

Our student body includes many first-generation college-bound students as well as students who commute daily from Mexico. We provide consistent academic support and a nurturing environment to help every student succeed.

At IDEA Owassa, we prioritize both joy and excellence. We celebrate academic growth—both individual and collective—and foster a positive culture through programs and classes that reflect our students' interests and passions. Students participate in a wide range of Career and Technical Education (CTE) courses, after-school electives, and student-led organizations such as the National Honor Society and Student Council.

We set high expectations for our students and staff and provide the tools and supports to achieve them. All students have access to Advanced Placement (AP) courses, and we are proud to share that 29% of our senior class are AP Scholars, demonstrating their readiness for rigorous college-level work.

Our success is driven by our core values, ongoing culture checks, continuous professional development for staff, and a deeply involved leadership team. At IDEA Owassa College Prep, we are committed to ensuring that every child reaches their fullest potential—academically, socially, and personally.

Strengths

17% of the student population in middle school (6th-8th)—are currently reading **two or more years below grade level**. This significant gap in foundational literacy skills poses a barrier to academic success across content areas and demands targeted intervention and support to ensure all students are on track for college readiness.

At IDEA Owassa College Prep, our targeted CSI intervention program has demonstrated that with the right support, our most underserved populations—primarily first-generation and bilingual students—can achieve exceptional academic growth. This year, **85% of CSI students** grew more than one year in reading, and **56% surpassed two years of growth**, highlighting the strength of our instructional practices and our deep commitment to closing literacy gaps for historically underperforming demographics.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	IDEA Owassa College Prep serves a high population of Emergent Bilingual (55.5%) and SPED/504 (12%) students. Many teachers feel unprepared to support their needs, and gaps in training and instructional support have led to inconsistent differentiation and accommodations.	The root cause is lack of ongoing, targeted professional development and coaching focused on serving diverse learners effectively.
2 ★	At IDEA Owassa College Prep, behavioral issues have increased among the 12% of students receiving SPED or 504 services, particularly in middle school.	The root cause is the absence of ongoing, targeted professional development and support for both teachers and administrators.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	There is a need to increase student persistence specifically for overall student persistence- declined in the past year.	Continue to establish school traditions that build community, expanding sports and club offerings to increase student involvement, providing more consistent recognition for student achievements, and offering a wider range of courses--including electives and dual credit--to better support student interests and future goals.
2 ★	Inconsistent enforcement of campus procedures has created confusion among students and staff, impacting school culture and accountability.	Increase consistent student engagement in classrooms, to ensure clear and aligned rule enforcement across all grade levels. Continue positive culture-building activities from Academy to College Prep, and create more opportunities for student voice and choice. Hold monthly grade-level meetings to address concerns and foster stronger communication.
3 ★	Teachers need more consistent systems to ensure accommodations for ELL students are implemented with fidelity.	Lack of a campus-wide monitoring system for accommodation implementation. Inconsistent follow up on ELL strategies and compliance expectations. Accommodation reminders are not embedded in daily systems (e.g., lesson internalization, walkthrough tools).
4 ★	IDEA Owassa College Prep serves a high population of Emergent Bilingual (55.5%) and SPED/504 (12%) students. Many teachers feel unprepared to support their needs, and gaps in training and instructional support have led to inconsistent differentiation and accommodations.	The root cause is lack of ongoing, targeted professional development and coaching focused on serving diverse learners effectively.
5 ★	Content meetings lack consistency in structure and focus, reducing their effectiveness in driving instructional improvements.	No standardized meeting calendar, agenda, or protocol to guide planning and collaboration. Meetings often shift focus based on urgent tasks rather than instructional priorities. Limited facilitation training or support for content leads or administrators leading meetings.

6 ★	At IDEA Owassa College Prep, behavioral issues have increased among the 12% of students receiving SPED or 504 services, particularly in middle school.	The root cause is the absence of ongoing, targeted professional development and support for both teachers and administrators.
7 ★	Inconsistency with teacher resources and teacher involvement. (Teacher Retention)	Limited voice in decision-making: Feeling excluded from school-level decisions can lead to frustration and disengagement. Lack of community or team-building: Teachers may feel isolated or disconnected from peers. Printers are both located upstairs and teachers feel that its unfairly distrubuted.

★ = Priority

Goals

Goal 1 Increase Student Meets Performance

Performance Objective 1

Increase 6th and 7th Math Meets by 5%

Strategy 1

Daily academic block time based on struggling TEKS. To be determined on a biweekly basis.

Strategy's Expected Result/Impact: 6th and 7th grade math will be at 40% Meets as a content.

Staff Responsible for Monitoring: Leonel Ramirez

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Teachers need more consistent systems to ensure accommodations for ELL students are implemented with fidelity.	Lack of a campus-wide monitoring system for accommodation implementation. Inconsistent follow up on ELL strategies and compliance expectations. Accommodation reminders are not embedded in daily systems (e.g., lesson internalization, walkthrough tools).
2	Content meetings lack consistency in structure and focus, reducing their effectiveness in driving instructional improvements.	No standardized meeting calendar, agenda, or protocol to guide planning and collaboration. Meetings often shift focus based on urgent tasks rather than instructional priorities. Limited facilitation training or support for content leads or administrators leading meetings.

Performance Objective 2

Increase Sped Meets Performance by 2%

Strategy 1

Host sped PTG quarterly

Strategy's Expected Result/Impact: Sped teachers report out on SPED data and Data is increasing over time but .5% per quarter

Staff Responsible for Monitoring: Sped Team

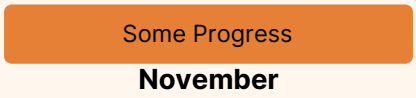
Problem Statements: Demographics 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 2

Consistency in Data Monitoring

Strategy's Expected Result/Impact: students have individualized meetings where they are made aware of their progress and next steps.

Staff Responsible for Monitoring: Julissa Rodriguez

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	IDEA Owassa College Prep serves a high population of Emergent Bilingual (55.5%) and SPED/504 (12%) students. Many teachers feel unprepared to support their needs, and gaps in training and instructional support have led to inconsistent differentiation and accommodations.	The root cause is lack of ongoing, targeted professional development and coaching focused on serving diverse learners effectively.
2	At IDEA Owassa College Prep, behavioral issues have increased among the 12% of students receiving SPED or 504 services, particularly in middle school.	The root cause is the absence of ongoing, targeted professional development and support for both teachers and administrators.

Performance Objective 3

40% of the HB1416 Students get approaches or higher

Evaluation Data Source: STAAR Exam 25-26

Strategy 1

Consistent tracking of hours and performance on unit exams.

Strategy's Expected Result/Impact: Students know how many hours they have completed and our being tracked on unit to unit. Students growing from one performance level to another increase on a unit to unit basis.

Staff Responsible for Monitoring: Brenda Rodriguez

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress		
November	**March**	**July**

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	IDEA Owassa College Prep serves a high population of Emergent Bilingual (55.5%) and SPED/504 (12%) students. Many teachers feel unprepared to support their needs, and gaps in training and instructional support have led to inconsistent differentiation and accommodations.	The root cause is lack of ongoing, targeted professional development and coaching focused on serving diverse learners effectively.

Goal 2 Increase ADA on Campus

Performance Objective 1

Increase ADA by 1-2%

Strategy 1

Consistent ADA huddle daily.

Strategy's Expected Result/Impact: ADA should increase on a week to week basis.

Staff Responsible for Monitoring: APO

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a need to increase student persistence specifically for overall student persistence- declined in the past year.	Continue to establish school traditions that build community, expanding sports and club offerings to increase student involvement, providing more consistent recognition for student achievements, and offering a wider range of courses--including electives and dual credit--to better support student interests and future goals.

Performance Objective 2

Strategy 1

When student has not had contact with school staff a home visit is made to ensure wellness and reset expectations around ADA.

Strategy's Expected Result/Impact: Chronic student percentages drops .5% per quarter.

Staff Responsible for Monitoring: APO and Registrar

Title I: 2.5.1, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Considerable Progress			

Goal 3 Increase Staff Satisfaction

Performance Objective 1

Increase AES Survey "I recommend my manger" by 5%

Strategy 1

Ensure to always close the feedback loop

Strategy's Expected Result/Impact: Principal will ensure that when concerns are brought up actionable steps, within reason, are taken towards concern and progress is communicated to teachers.

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistency with teacher resources and teacher involvement. (Teacher Retention)	Limited voice in decision-making: Feeling excluded from school-level decisions can lead to frustration and disengagement. Lack of community or team-building: Teachers may feel isolated or disconnected from peers. Printers are both located upstairs and teachers feel that its unfairly distrubuted.

Performance Objective 2

90% of Professional Development will be Differentiated to meet teacher needs.

Strategy 1

During half days AP Teachers and STAAR teachers will have diferrentiated PD

Strategy's Expected Result/Impact: Teachers employee survey and retention will increase.

Staff Responsible for Monitoring: Prinicipal and APIs

Problem Statements: Student Learning 2

Title I:

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

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Content meetings lack consistency in structure and focus, reducing their effectiveness in driving instructional improvements.	No standardized meeting calendar, agenda, or protocol to guide planning and collaboration. Meetings often shift focus based on urgent tasks rather than instructional priorities. Limited facilitation training or support for content leads or administrators leading meetings.

Goal 4 Increase College Access to Students

Performance Objective 1 ☑ HB3 Goal

100% of Seniors are TSI exempt.

Strategy 1

Tutors, CC, and DCC will take a tiered approach with students to ensure that they are receiving the targeted help that they need.

Strategy's Expected Result/Impact: Percentage of students TSI exempt increase on a quarter to quarter basis

Staff Responsible for Monitoring: DCC and CC

Problem Statements: School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistency with teacher resources and teacher involvement. (Teacher Retention)	Limited voice in decision-making: Feeling excluded from school-level decisions can lead to frustration and disengagement. Lack of community or team-building: Teachers may feel isolated or disconnected from peers. Printers are both located upstairs and teachers feel that its unfairly distrubuted.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a need to increase student persistence specifically for overall student persistence- declined in the past year.	Continue to establish school traditions that build community, expanding sports and club offerings to increase student involvement, providing more consistent recognition for student achievements, and offering a wider range of courses--including electives and dual credit--to better support student interests and future goals.

Performance Objective 2 ☑ HB3 Goal

100% of Seniors have passed at least one AP Exam.

Strategy 1

Students will have constant Tracking towards progress of one ap and AP scholar progress.

Strategy's Expected Result/Impact: 30% of students will be AP Scholars by end of 25-26 school year

Staff Responsible for Monitoring: Julissa Rodriguez

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	IDEA Owassa College Prep serves a high population of Emergent Bilingual (55.5%) and SPED/504 (12%) students. Many teachers feel unprepared to support their needs, and gaps in training and instructional support have led to inconsistent differentiation and accommodations.	The root cause is lack of ongoing, targeted professional development and coaching focused on serving diverse learners effectively.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a need to increase student persistence specifically for overall student persistence- declined in the past year.	Continue to establish school traditions that build community, expanding sports and club offerings to increase student involvement, providing more consistent recognition for student achievements, and offering a wider range of courses--including electives and dual credit--to better support student interests and future goals.

Performance Objective 3

100% CCMR for students graduating in 25-26 School year

Evaluation Data Source: CCMR Tracker

Strategy 1

Bi-weekly partnership meetings between TSI,ACT, and AP point people.

Strategy's Expected Result/Impact: Student are tracked on a Bi-weekly basis and each student receives at minimum one CCMR Indicator.

Staff Responsible for Monitoring: DCC CC and API

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a need to increase student persistence specifically for overall student persistence- declined in the past year.	Continue to establish school traditions that build community, expanding sports and club offerings to increase student involvement, providing more consistent recognition for student achievements, and offering a wider range of courses--including electives and dual credit--to better support student interests and future goals.

Goal 5 Increase Campus Culture and Engagement

Performance Objective 1

100% compliance with Title 1 Family Engagement requirement through the following events: Meet the Teacher, Public Hearing, Spring town Hall, and Open House Nights.

Strategy 1

School Counselor will have protected work time on calendar to ensure that all events are posted and planned for ahead of time.

Strategy's Expected Result/Impact: All events are dont in a timely Manner and recorded on create.

Staff Responsible for Monitoring: Lety Mireles

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 2

100% of teachers will use BRS on PBIS

Strategy 1

Students will receive 5 points at minimum per week

Strategy's Expected Result/Impact: Student increase 2% in persistence through rewards available with points.

Staff Responsible for Monitoring: Brenda Rodriguez and Letty Mireles

Problem Statements: Demographics 2 - Perceptions 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	At IDEA Owassa College Prep, behavioral issues have increased among the 12% of students receiving SPED or 504 services, particularly in middle school.	The root cause is the absence of ongoing, targeted professional development and support for both teachers and administrators.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Inconsistent enforcement of campus procedures has created confusion among students and staff, impacting school culture and accountability.	Increase consistent student engagement in classrooms, to ensure clear and aligned rule enforcement across all grade levels. Continue positive culture-building activities from Academy to College Prep, and create more opportunities for student voice and choice. Hold monthly grade-level meetings to address concerns and foster stronger communication.

Performance Objective 3

Increase Student Persistence by 5%

Strategy 1

Councelor will have lunch bunches with students of concern and DEAR protocol will be followed for all students.

Strategy's Expected Result/Impact: Persistence will increase quarter on quarter

Staff Responsible for Monitoring: Letty Mireless

Problem Statements: Perceptions 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a need to increase student persistence specifically for overall student persistence- declined in the past year.	Continue to establish school traditions that build community, expanding sports and club offerings to increase student involvement, providing more consistent recognition for student achievements, and offering a wider range of courses--including electives and dual credit--to better support student interests and future goals.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ERIKA CASTILLO	TEACHER - INTERVENTIONIST	School-wide Program	1
MELISSA ANGELICA ESTORGA	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	TEACHER - INTERVENTIONIST	School-wide Program	1

Committees

Committees

School Processes and Program

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 22, 2025 @ 4:15 PM	AR Lab	--	--

Members

First Name	Last Name	Position	Committee Role
Mara	Castillo	Director of College Counselor	participant
Abril	Cosino	teacher	participant
Leonardo	Martinez	teacher	participant
Claudia	Ovalle	teacher	participant
Brianna	Martinez	teacher	participant
Charlene	Gutierrez	teacher	participant
Jessica	Adame	teacher	participant
Jackie	Moreno	teacher	participant
Hector	Zapata	CTE teacher	participant
Anna	Arrambide	Rise co-teacher	participant
Christian	Gomez	teacher	participant
Ramiro	Gonzalez	teacher	participant
Alma	Alaniz	teacher	participant
Braulio	Barranco	Assistant principal	Leader

IDEA Public Schools



Palmview Academy

2025-2026 Campus Improvement Plan

Public Presentation Date:
August 21, 2025

Generated by Plan4Learning.com
March 12, 2026 at 10:01 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 9

School Processes & Programs 12

Perceptions 14

Priority Problem Statements 17

Data Documentation for CNA 20

Improvement Planning Data 21

Accountability Data 21

Student Data: Assessments 21

Student Data: Student Groups 21

Student Data: Behavior and Other Indicators 21

Employee Data 22

Parent/Community Data 22

Support Systems and Other Data 22

Goals 23

Goal 1 : Increase Student Attendance 24

Goal 2 : Increase Student Persistence 30

Goal 3 : Increase DIBELS Growth in Kindergarten - 2nd Grade Students 38

Goal 4 : Increase Student Achievement in Reading 44

Goal 5 : Increase Student Achievement in Math 49

Title I Summary 54

Title I Personnel 55

Comprehensive Needs Assessment

Demographics

Summary

ACADEMY

K: 93

1: 106

2: 113

3: 119

4: 132

5: 119

TOTAL: 682

Ethnic Distrubution AC

Ethnicity		
Hispanic-Latino	671	95.18%
Race		
American Indian - Alaskan Native	1	0.14%
Asian	0	0.00%
Black - African American	3	0.43%
Native Hawaiian - Pacific Islander	0	0.00%
White	30	4.26%
Two-or-More	0	0.00%

Sex

Student Demographics	Count	Percent
Gender		
Female	346	49.08%
Male	359	50.92%

Social Economic

Economic Disadvantage		
Economic Disadvantage Total	690	97.87%

Free Meals	491	69.65%
Reduced-Price Meals	3	0.43%
Other Economic Disadvantage	196	27.80%

504

Section 504	8	1.13%

EB

Bilingual/ESL		
Emergent Bilingual (EB)	401	56.88%

DYSLEXIA

Student Programs	Count	Percent
Dyslexia	11	1.56%

FOSTER CARE

Foster Care	2	0.28%

HOMELESS

Homeless and Unaccompanied Youth		
Homeless Status Total	5	0.71%
Shelter	0	0.00%
Doubled Up	5	0.71%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%
Not Unaccompanied Youth	5	0.71%
Is Unaccompanied Youth	0	0.00%

IMMIGRANTS

Immigrant	19	2.69%

MIGRANT

Migrant	6	0.85%

TITLE 1

Title I Homeless	0	0.00%

MILITARY CONNECTED

Ethnicity		
Hispanic-Latino	671	95.18%
Race		
American Indian - Alaskan Native	1	0.14%
Asian	0	0.00%
Black - African American	3	0.43%
Native Hawaiian - Pacific Islander	0	0.00%
White	30	4.26%
Two-or-More	0	0.00%

Strengths

1. Consistent enrollment from K–5 indicates strong persistence and community trust in the school.

2. Identification and servicing of students through multiple programs (504, Dyslexia, EB, Migrant, Homeless, Foster Care, Military Connected)

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	A high percentage of students are identified as economically disadvantaged and emergent bilingual.	Limited access to resources at home, combined with language acquisition needs, may reduce engagement and comprehension.
2 ★	A significant number of students qualify for services under Section 504 and Dyslexia.	Teacher monitoring and instructional planning for accommodations is inconsistent.

★ = Priority

Student Learning

Summary

Palmview Academy's student achievement data shows areas of improvement alongside significant gaps.

- **STAAR Mock Data**
  - **Reading/Language Arts**:
    - *Domain 1*: 62
    - *Domain 2*: 70
    - *Domain 3*: 68
    - *Overall*: 69 – *Rated D*
  - **Math/Science**:
    - *Domain 1*: 62
    - *Domain 2*: 70
    - *Domain 3*: 68
    - *Overall*: 69 – *Rated D*
- **TELPAS (English Language Proficiency)**
  - 55% of EB students showed growth.
- **Dyslexia (Lexia & RenStar Data)**
  - Average reading growth: +0.85 grade levels
  - Most identified students made Lexia progress from BOY to EOY.
- **Accelerated Reading (AR) Program**
  - **Word Master Goal**: 60% of students met the goal (target: 69%)
  - **Royal Readers**: 10% met the 10% goal.
- **iLearning Hotspot (Math Tech Programs)**
  - 90% of 2nd–5th grade students completed 5 hours of Typing.com.
  - 60% of 1st–5th grade students completed 200 DreamBox lessons.
  - Campus met **Honor Roll status** for 2024–2025.

Strengths

1. **TELPAS Growth**
   - 55% of Emergent Bilingual students showed growth in English language proficiency, reflecting strong EB supports.

2. **Technology-Based Learning**
    - 90% participation in Typing.com and 60% in DreamBox demonstrate strong engagement with digital learning platforms.
3. **Lexia Reading Progress for Dyslexia Students**
    - Most students identified with dyslexia showed progress in Lexia and an average RenStar gain of +0.85 grade levels.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Palmview Academy's overall mock STAAR performance in Reading and Math is below state expectations. Domain 1 Reading and Math mock data are both at 62; Overall Domain 1-3 average is 69 (Rated D).	Gaps in first-time instruction, misalignment with STAAR rigor, and insufficient differentiation in Tier 1 instruction.
2 ★	While 55% of EB students showed growth on TELPAS, mock STAAR performance remains low across reading, math, and science.	Core content instruction is not consistently scaffolded with language supports to meet the needs of EB students, limiting their ability to access and master grade-level material.

★ = Priority

School Processes & Programs

Summary

Overall Data Summary

- **Highest-scoring Guideposts**:
  - **Guidepost 5: Beyond the Lesson** – *3.67 average*
  - **Guidepost 4: Using Data** – *3.60 average*
  - **Guidepost 2: Culture** – *3.48 average*
- **Lowest-scoring Guideposts**:
  - **Guidepost 1: Content** – *2.86 average*
  - **Guidepost 3: Ownership** – *2.98 average*
- **Lowest individual indicators**:
  - **1B.v – Plan for Feedback**: *2.43*
  - **1A.v – Unit Customization**: *2.64*
  - **1B.vi – Student Supports**: *2.75*

Strengths

1. **Strong Culture and Climate (Guidepost 2)**
   High ratings across routines, expectations, culture of joy, and physical environment reflect a positive learning environment where students feel a sense of belonging and classrooms run effectively.
2. **Data-Driven Instruction (Guidepost 4)**
   Teachers are using data to inform instruction, give feedback, and make adjustments. Indicators like 4A.i to 4A.iv all scored above 3.5, showing consistent and effective use of data practices across our campus.
3. **Beyond the Lesson Engagement (Guidepost 5)**
   Staff are engaged in campus life, implement feedback, maintain ethical behavior, and build strong relationships with families

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Teachers are not consistently customizing or differentiating units and lessons to meet the diverse needs of their students.	Limited planning time and lack of targeted professional development in effective unit customization for special populations (EB, SPED, Tier 2/3 students).
2 ★	Teachers are not effectively planning for or delivering meaningful academic feedback to students during instruction.	Teachers may lack clear systems or strategies for incorporating feedback into lessons in real-time, and feedback is often delayed or not actionable.

★ = Priority

Perceptions

Summary

Perception data from Fall 2024 and Spring 2025 shows consistent improvement in key areas of student and family engagement, learning satisfaction, and communication.

- **Student Experience Highlights**:
  - **Academic Challenge**: 78% of students say teachers challenge them to do their best all the time.
  - **Enjoyment of Learning**: 67% of students report they enjoy learning all the time.
  - **Staff Care**: 69% of students feel staff care about them all the time.
  - **Safety**: Only 66% feel very or slightly safe at school; 20% report feeling unsafe.
  - **Emergency Procedure Awareness**: Lockdown drills had the highest recognition (24%), while all other procedures were recognized by only 19–21% of students.
  - **Extracurricular Participation**: Involvement increased from 38% in fall to 58% in spring.
- **Family Experience Highlights**:
  - **Academic Confidence**: 98% agree their child is learning daily; 95% feel teachers are preparing their child for the next grade.
  - **Support During Crisis**: Grew from 71% to 80% agreement across the year.
  - **Health Services Awareness**: Improved slightly to 76%, but still lowest-rated category.
  - **Front Office Responsiveness**: Only 41% agree their concerns are addressed; 47% disagree.
  - **Transportation**:
    - 51% of families are satisfied with transportation.
    - Only 33% find the StopFinder app useful.
    - 83% rate bus driver professionalism positively.

Overall, perception data reflects positive growth in academic support and student-teacher relationships, but safety awareness, communication systems, and family-facing tools like transportation apps remain challenges.

Strengths

1. **High Family Confidence in Academics**:
   - 98% of families believe their child is learning every day.
   - 95% say teachers motivate and prepare students for the next grade level.
2. **Increased Student Engagement in Activities**:
   - Student extracurricular involvement rose by 20 percentage points—from 38% in Fall to 58% in Spring.
3. **Positive Transportation Staff Interactions**:
   - 83% of families rated bus driver professionalism positively, demonstrating strength in adult-student relationships

beyond the classroom.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Only 66% of students reported feeling "very" or "slightly" safe. 20% reported feeling unsafe or very unsafe.	Inconsistent communication or reinforcement of school safety protocols across all staff and grade levels.
2 ★	41% of families feel their questions or concerns are not being adequately addressed by the front office.	Lack of a consistent system for tracking and responding to parent communication in a timely and effective manner.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	A high percentage of students are identified as economically disadvantaged and emergent bilingual.	Limited access to resources at home, combined with language acquisition needs, may reduce engagement and comprehension.
2	A significant number of students qualify for services under Section 504 and Dyslexia.	Teacher monitoring and instructional planning for accommodations is inconsistent.
3	Palmview Academy's overall mock STAAR performance in Reading and Math is below state expectations. Domain 1 Reading and Math mock data are both at 62; Overall Domain 1-3 average is 69 (Rated D).	Gaps in first-time instruction, misalignment with STAAR rigor, and insufficient differentiation in Tier 1 instruction.
4	While 55% of EB students showed growth on TELPAS, mock STAAR performance remains low across reading, math, and science.	Core content instruction is not consistently scaffolded with language supports to meet the needs of EB students, limiting their ability to access and master grade-level material.
5	Teachers are not consistently customizing or differentiating units and lessons to meet the diverse needs of their students.	Limited planning time and lack of targeted professional development in effective unit customization for special populations (EB, SPED, Tier 2/3 students).
6	Teachers are not effectively planning for or delivering meaningful academic feedback to students during instruction.	Teachers may lack clear systems or strategies for incorporating feedback into lessons in real-time, and feedback is often delayed or not actionable.

7 ★	Only 66% of students reported feeling "very" or "slightly" safe. 20% reported feeling unsafe or very unsafe.	Inconsistent communication or reinforcement of school safety protocols across all staff and grade levels.
8 ★	41% of families feel their questions or concerns are not being adequately addressed by the front office.	Lack of a consistent system for tracking and responding to parent communication in a timely and effective manner.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**

Student Data: Student Groups

- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**

- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**

Goals

Goal 1 Increase Student Attendance

Performance Objective 1 ☑ High Priority

Achieve a chronic absenteeism rate of 20.58% or lower by the end of the 2025-2026 academic year.

Evaluation Data Source: ADA and Chronic Absenteeism Locus Dashboard, Campus ADA/Escalation Matrix Tracker, MTSS attendance intervention tracker

Strategy 1

Implement Adult Attendance Mentorship Program with Tiered Social Worker or School Counselor Support -
Campus will implement a mentorship program in which students identified as at-risk for chronic absenteeism are paired with designated adult staff members who serve as attendance mentors. Mentors will conduct daily check-ins focused on removing attendance barriers, setting goals, and reinforcing positive habits. The social worker will provide targeted Tier 3 interventions--including family meetings, home visits, and access to services--for students requiring additional support.

Strategy's Expected Result/Impact: Q1 (Aug-Oct) Identify and assign mentors to 100% of students with [?]10% absences in prior year. Baseline chronic absenteeism confirmed at 23.24%.
Q2 (Nov-Jan) Achieve a 1.5 percentage-point decrease in chronic absenteeism among mentees (from 23.24% - [?]21.74%).
Q3 (Feb-Mar) Maintain progress with an additional 2-point reduction (to [?]19.74%). At least 80% of mentees show improved attendance vs. Q1.
Q4 (Apr-Jun) Reach the annual target of 17.56% or lower chronic absenteeism. 80% of mentees sustain 90%+ attendance.

Staff Responsible for Monitoring: Homeroom Teacher, GTLs, Grade Level Admin, Assistant Principal of Operations, Principal

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.1, 2.5.3

Formative Reviews



Strategy 2

Establish MTSS-Aligned Attendance Support Committee-
Campus will establish a dedicated Attendance Support Committee aligned with the MTSS framework. The committee will meet biweekly to analyze attendance trends, monitor intervention effectiveness, and assign supports based on tiered levels of student need. Data will be used to inform real-time adjustments and ensure targeted, equitable intervention for students

demonstrating attendance concerns.

Strategy's Expected Result/Impact: Strengthened coordination of campus-wide attendance interventions and improved monitoring of student progress across tiers. Anticipated campus-wide reduction of chronic absenteeism by 5.68 percentage points.
Q1 (Aug-Oct) Attendance Support Committee established and meeting biweekly. Tiered attendance tracker created and 100% of students identified by risk level (Tier 1, 2, 3).
Q2 (Nov-Jan) Tiered interventions implemented with fidelity. Attendance data reviewed every two weeks with documented action steps for all Tier 3 students. Chronic absenteeism reduced to [?]21.74%.
Q3 (Feb-Mar) Midyear evaluation completed. Tier adjustments made based on data. At least 75% of Tier 2 students improve attendance by one tier. Chronic absenteeism reduced to [?]19.74%.
Q4 (Apr-Jun) End-of-year analysis completed. Systems refined for next year. Chronic absenteeism reduced to 17.56% or lower, meeting the annual performance objective.

Staff Responsible for Monitoring: Principal, Assistant principals, Counselor, Social worker, SIS, Grade team leaders, teachers

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.3

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	A high percentage of students are identified as economically disadvantaged and emergent bilingual.	Limited access to resources at home, combined with language acquisition needs, may reduce engagement and comprehension.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Only 66% of students reported feeling "very" or "slightly" safe. 20% reported feeling unsafe or very unsafe.	Inconsistent communication or reinforcement of school safety protocols across all staff and grade levels.

Performance Objective 2

Achieve an overall annual attendance rate of 93.8% or higher by the end of the 2025-2026 academic year.

Evaluation Data Source: PowerSchool and campus average daily attendance reports, school wide data

Strategy 1

Implement Campus-Wide Attendance and Tardy Incentive Program-
Develop and implement a school-wide incentive plan designed to recognize and reward both individual student and class-level attendance. The plan will include weekly and monthly recognition for classes with the highest attendance, as well as targeted incentives for students demonstrating improvement in daily attendance and reduction in tardies.

Strategy's Expected Result/Impact: Increased student motivation and accountability for timely attendance. Anticipated improvement in overall daily attendance rate and reduction in chronic tardiness.
Q1 (Aug-Oct) Launch attendance and tardy incentive plan. Ensure 100% of homerooms participate in weekly attendance challenges. Achieve campus average daily attendance (ADA) of 93.3% or higher.
Q2 (Nov-Jan) Maintain incentive program with monthly recognition and student shoutouts. Increase ADA to 93.6%. Tardies decrease by 10% compared to Q1.
Q3 (Feb-Mar) Continue weekly and monthly incentives; include midyear attendance celebration. Increase ADA to 93.8%. At least 80% of homerooms meet 94% attendance goal for the month.
Q4 (Apr-Jun) Sustain incentives through year-end. Achieve 94.0% or higher ADA for the year and reduce total tardies by 20% from baseline.

Staff Responsible for Monitoring: Principal, Assistant Principals, Homeroom teachers, SIS, Grade team leaders

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.3

Formative Reviews



Strategy 2

Launch Attendance Data Visibility Campaign through Campus Bulletin Board-
Design and maintain an interactive attendance bulletin board that showcases grade-level attendance data, highlights top-performing homerooms, and celebrates individual student attendance milestones. The display will be updated weekly to promote transparency, healthy competition, and a shared focus on daily attendance goals.

Strategy's Expected Result/Impact: Increased campus-wide awareness of attendance goals and progress. Promotes student ownership, peer motivation, and recognition culture contributing to improved attendance rates.
Q1 (Aug-Oct) Launch AC and CP ADA Huddles and bulletin board and post baseline grade-level data. Strong attendance push at start of year--reach 94.2 % ADA campuswide.
Q2 (Nov-Jan) Maintain weekly updates; highlight top homerooms. Seasonal dip expected--sustain 93.8 % ADA.
Q3 (Feb-Mar) Continue recognition of improvement; illness and testing months--maintain 93.6 % ADA minimum.
Q4 (Apr-Jun) Renew incentives with year-end celebrations. Rebound to 94.0 % ADA to close the year and meet annual goal.

Staff Responsible for Monitoring: GTLs, Grade Level Admin, Assistant Principal of Operations, Principal

Problem Statements: Demographics 1 - Student Learning 1

Title I: 2.5.1, 2.5.3

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	A high percentage of students are identified as economically disadvantaged and emergent bilingual.	Limited access to resources at home, combined with language acquisition needs, may reduce engagement and comprehension.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Palmview Academy's overall mock STAAR performance in Reading and Math is below state expectations. Domain 1 Reading and Math mock data are both at 62; Overall Domain 1-3 average is 69 (Rated D).	Gaps in first-time instruction, misalignment with STAAR rigor, and insufficient differentiation in Tier 1 instruction.

Performance Objective 3

75% of students will record 1,000 or more IHT MVPA (Moderate to Vigorous Physical Activity) minutes By the end of the 2025-2026 school year.

Evaluation Data Source: Locus MVPA tracking reports
Student Fitness Gram
PE lesson plans reflecting MVPA-aligned activities
Weekly PE regional reports

Strategy 1

PE coaches will create and submit a weekly backwards plan to ensure alignment with the MVPA goal of 1,000 minutes per student. The plan will include time allocations for moderate to vigorous physical activity, instructional focus, and progress tracking toward individual and campus benchmarks.

Strategy's Expected Result/Impact: Improved alignment between PE instruction and MVPA expectations, ensuring students are consistently meeting activity requirements.
Q1 (Aug-Oct) PE coaches begin submitting weekly backwards plans. 25% of students meet 250+ cumulative minutes.
Q2 (Nov-Jan) Maintain weekly submissions and analyze class-level progress biweekly. Adjust pacing to ensure consistent active time per lesson. 40% of students reach 500+ cumulative minutes.
Q3 (Feb-Mar) Conduct midyear review of student MVPA data. 60% of students reach 750+ cumulative minutes.
Q4 (Apr-Jun) Maintain high-fidelity implementation of PE plans and recognize top-performing classes. [?]75% of students record 1,000 or more MVPA minutes for the year.

Staff Responsible for Monitoring: PE coaches, Assistant Principal of Instruction

Problem Statements: Demographics 1

Title I: 2.5.1

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Strategy 2

Campus will maintain a visible bulletin board and implement weekly recognition strategies to celebrate student progress toward MVPA goals. This includes grade-level competitions, daily shoutouts for students meeting activity targets, "Athlete of the Month" features, and weekly parent communication spotlighting student participation and progress.

Strategy's Expected Result/Impact: Increased student motivation and accountability for physical activity; improved school culture around health and wellness.
Q1 (Aug-Oct) Launch MVPA bulletin board with baseline class averages. Begin weekly shoutouts and grade-level competitions. 25% of students reach 250+ MVPA minutes.
Q2 (Nov-Jan) Add "Athlete of the Month" and parent communication features. Continue weekly recognition for active classes. 40% of students reach 500+ MVPA minutes.
Q3 (Feb-Mar) Expand bulletin board to include cumulative progress toward the 1,000-minute goal. Increase competition participation across all grades. 60% of students reach 750+ minutes.
Q4 (Apr-Jun) Host campuswide MVPA Celebration Week recognizing top students and classes. Publish final standings and success stories in parent communication. [?]75% of students reach 1,000+ MVPA minutes.

Staff Responsible for Monitoring: PE teachers, Assistant Principal of Instruction

Problem Statements: Demographics 1

Title I: 2.5.1

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	A high percentage of students are identified as economically disadvantaged and emergent bilingual.	Limited access to resources at home, combined with language acquisition needs, may reduce engagement and comprehension.

Goal 2 Increase Student Persistence

Performance Objective 1 ☑ High Priority

Achieve an overall student persistence rate of 85% or higher by the end of the 2025-2026 school year.

Evaluation Data Source: Persistence tracker
Enrollment and withdrawal reports
New student outreach logs
Social worker and counselor notes

Strategy 1

Strengthen Family Engagement and Communication Systems-Implement a consistent and proactive family communication system to build trust, transparency, and partnership between home and school.

Strategy's Expected Result/Impact: Improved family satisfaction, stronger relationships with teachers and staff, and early intervention for potential withdrawals.
Quarter Quarterly Target
Q1 (Aug-Oct) Establish communication systems (Remind, weekly Remind email to staff for a report out on metrics). Conduct 100% family onboarding by end of August. Maintain 98% persistence through October.
Q2 (Nov-Jan) Implement mid-year family check-ins and conferences to strengthen connections and address emerging concerns. Maintain 96% persistence campuswide.
Q3 (Feb-Mar) Launch "Recommit to Palmview" campaign to secure early re-enrollment and reaffirm family investment. Maintain 94% persistence.
Q4 (Apr-Jun) Celebrate family partnership and close out year with [?]86% persistence rate. Ensure 100% of families receive a year-end contact recognizing student growth.

Staff Responsible for Monitoring: Principal, Assistant Principal of Instruction, K-1 teachers

Problem Statements: Student Learning 1, 2 - Perceptions 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Strategy 2

Implement Mission List Monitoring through Biweekly MTSS Meetings
During biweekly MTSS meetings, the leadership team and grade-level teachers will review the Mission List--students identified by teachers as potentially at risk of leaving. The team will analyze contributing factors (attendance, academics, behavior, family engagement) and assign tiered interventions, including parent outreach, mentor check-ins, counselor support, or

leadership follow-up. Progress will be tracked and reviewed each meeting to ensure early and consistent re-engagement efforts.

Strategy's Expected Result/Impact: Students feel seen, valued, and connected to the Palmview Aggie community, directly contributing to improved persistence rates.
Q1 (Aug-Oct) Mission List established by Week 3. All identified students have an intervention plan logged in MTSS tracker. Maintain 98% persistence.
Q2 (Nov-Jan) Continue biweekly MTSS reviews with targeted follow-up for all at-risk students. Maintain 96% persistence.
Q3 (Feb-Mar) Conduct midyear analysis and reassign supports as needed. Reduce Mission List size by 25% from Q1 baseline. Maintain 94% persistence.
Q4 (Apr-Jun) Final re-engagement outreach and re-registration support for all remaining at-risk students. End year with [?]86% overall persistence.

Staff Responsible for Monitoring: Principal, Assistant Principal of Instruction, K-1 teachers

Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	A high percentage of students are identified as economically disadvantaged and emergent bilingual.	Limited access to resources at home, combined with language acquisition needs, may reduce engagement and comprehension.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Palmview Academy's overall mock STAAR performance in Reading and Math is below state expectations. Domain 1 Reading and Math mock data are both at 62; Overall Domain 1-3 average is 69 (Rated D).	Gaps in first-time instruction, misalignment with STAAR rigor, and insufficient differentiation in Tier 1 instruction.
2	While 55% of EB students showed growth on TELPAS, mock STAAR performance remains low across reading, math, and science.	Core content instruction is not consistently scaffolded with language supports to meet the needs of EB students, limiting their ability to access and master grade-level material.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Only 66% of students reported feeling "very" or "slightly" safe. 20% reported feeling unsafe or very unsafe.	Inconsistent communication or reinforcement of school safety protocols across all staff and grade levels.
2	41% of families feel their questions or concerns are not being adequately addressed by the front office.	Lack of a consistent system for tracking and responding to parent communication in a timely and effective manner.

Performance Objective 2 ☑ High Priority

Attain a new student persistence rate of 85% or higher in Kindergarten and 1st grade by the end of the 2025-2026 school year.

Evaluation Data Source: Persistence tracker
Enrollment and withdrawal reports
New student outreach logs

Strategy 1

Implement Whole Child Teaching Framework -
Kindergarten and 1st grade teachers will be trained and supported in using a whole child instructional approach that balances academics with social-emotional learning, physical movement, creative expression, and student voice. Lesson plans will intentionally integrate opportunities for movement, discussion, collaborative learning, and brain breaks to support cognitive, emotional, and physical development. The campus will use a walkthrough tool to monitor whole child implementation and provide feedback.

Strategy's Expected Result/Impact: Increased student engagement and well-being, leading to improved student satisfaction, parent confidence, and new student persistence
Q1 (Aug-Oct) Provide Whole Child framework training for 100% of K-1 teachers before September. Ensure daily lesson plans reflect at least two Whole Child components. Achieve 92% new student persistence through October.
Q2 (Nov-Jan) Conduct first round of Whole Child walkthroughs with feedback cycles. Teachers demonstrate consistent use of SEL routines and movement breaks. Maintain 90% new student persistence.
Q3 (Feb-Mar) Implement peer observations and share exemplars of Whole Child practices. Increase classroom engagement and sense of belonging indicators by 10% from Q1 walkthroughs. Maintain 87% new student persistence.
Q4 (Apr-Jun) Refine and sustain Whole Child practices. Conduct end-of-year walkthroughs showing 80%+ implementation fidelity. Achieve [?]85% new student persistence for the year.

Staff Responsible for Monitoring: Principal, Assistant Principal of Instruction, K-1 teachers

Problem Statements: School Processes & Programs 1

Title I: 2.5.1, 2.5.3

Formative Reviews



Strategy 2

Implement a series of interactive Family Literacy Nights targeted at Kindergarten and 1st-grade families. During these events, parents will:

1. Participate in guided workshops that teach literacy strategies like shared reading, vocabulary-building, dialogic questioning, and phonemic awareness.
2. Observe and engage in mini-lessons led by teachers using real classroom materials.
3. Receive take-home resources (books, tips, and activities) to reinforce reading practice at home.

Strategy's Expected Result/Impact: Stronger home literacy environments, increased parent confidence, and improved alignment between school and home learning--resulting in better new student persistence and literacy outcomes.

Q1 (Aug-Oct) First round of Family Literacy Nights completed in September with 70%+ K-1 family attendance. Gather feedback from participants and distribute take-home materials. Maintain 92% new student persistence.
Q2 (Nov-Jan) Host second round of Literacy Nights focusing on winter reading routines. Achieve 75%+ family participation among returning attendees. Maintain 90% new student persistence.
Q3 (Feb-Mar) Conduct third round of events emphasizing reading fluency and comprehension. Showcase student growth through family-led activities. Maintain 87% new student persistence.
Q4 (Apr-Jun) Conclude with a Family Literacy Celebration Night highlighting student progress and parent partnership. Achieve [?]85% new student persistence for the year.

Staff Responsible for Monitoring: Principal, Assistant Principal o Instruction, K-1 classroom teachers, special education teachers, Social Worker, School Counselor

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.3

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	A high percentage of students are identified as economically disadvantaged and emergent bilingual.	Limited access to resources at home, combined with language acquisition needs, may reduce engagement and comprehension.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Palmview Academy's overall mock STAAR performance in Reading and Math is below state expectations. Domain 1 Reading and Math mock data are both at 62; Overall Domain 1-3 average is 69 (Rated D).	Gaps in first-time instruction, misalignment with STAAR rigor, and insufficient differentiation in Tier 1 instruction.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers are not consistently customizing or differentiating units and lessons to meet the diverse needs of their students.	Limited planning time and lack of targeted professional development in effective unit customization for special populations (EB, SPED, Tier 2/3 students).

Performance Objective 3 ☑ High Priority

By June 2026, the total number of violent or aggressive behavior incidents will decrease to nine, representing a 25% reduction from the previous school year.

Evaluation Data Source: Discipline referral reports
Behavior incident tracking logs
PBIS behavior data
Move This World participation logs
Counseling and behavior intervention documentation
Student and staff climate survey data

Strategy 1

Implement Multi-Tiered SEL Instruction Using Move This World Curriculum-
Students will engage in daily Social Emotional Learning (SEL) instruction using the Move This World platform. Teachers will lead daily SEL exercises during morning meetings to build emotional regulation and self-awareness. In addition, all students will receive a full SEL lesson weekly during their specials rotation. Students identified as needing additional support will participate in small-group "Lunch Bunch" sessions led by the school counselor or social worker

to reinforce SEL skills and address specific behavioral needs.

Strategy's Expected Result/Impact: Increased student ability to manage emotions and resolve conflicts; reduction in reactive behaviors and referrals for aggression.
Q1 (Aug-Oct) Implement Move This World daily across all classrooms. Achieve 10% reduction from prior year's Q1.
Q2 (Nov-Jan) Continue daily SEL routines and weekly specials lessons. Launch Lunch Bunch small groups for Tier 2-3 students. Achieve 15% cumulative reduction in violent/aggressive incidents.
Q3 (Feb-Mar) Midyear SEL data review. Expand Lunch Bunch supports as needed. Conduct booster SEL lessons on conflict resolution and empathy. Achieve 20% cumulative reduction in incidents.
Q4 (Apr-Jun) Maintain daily SEL implementation and conduct end-of-year reflection activities. Document student growth in SEL skills and complete final data review. Achieve [?]25% reduction in violent/aggressive behavior incidents compared to 2024-2025 baseline.

Staff Responsible for Monitoring: Classroom teachers, Counselor, Social Worker, Assistant Principals, Grade team leaders, Principal

Problem Statements: Perceptions 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Strategy 2

Strengthen PBIS Framework with Clear Routines, Recognition, and Tiered Interventions-
Refine and implement a PBIS-aligned behavior system that clearly defines expectations, reinforces positive behavior through consistent recognition systems, and provides tiered interventions for repeated or high-risk behaviors. The MTSS teams will review data monthly and adjust supports accordingly.

Strategy's Expected Result/Impact: Improved campus climate, increased positive student behavior, and a measurable reduction in violent or aggressive incidents.
Q1 (Aug-Oct) Re-launch PBIS expectations school-wide with visible signage and consistent routines. Ensure 100% of classrooms implement expectations matrix.
Q2 (Nov-Jan) Reevaluate recognition systems (Paw Mart, shout-outs, class rewards). Begin monthly data reviews through MTSS. Achieve 10% reduction in major incidents.
Q3 (Feb-Mar) Strengthen Tier 2-3 intervention plans based on MTSS data. Increase staff fidelity to PBIS routines to 90%+. Achieve 20% cumulative reduction in major incidents.
Q4 (Apr-Jun) Maintain high-fidelity PBIS implementation and celebrate positive behavior campus-wide. Achieve [?]25% annual reduction in violent/aggressive behavior incidents compared to prior year.

Staff Responsible for Monitoring: Classroom teachers, Counselor, Social Worker, Assistant Principals, Grade team leaders, Principal

Problem Statements: Perceptions 1, 2

Title I: 2.5.3

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Only 66% of students reported feeling "very" or "slightly" safe. 20% reported feeling unsafe or very unsafe.	Inconsistent communication or reinforcement of school safety protocols across all staff and grade levels.
2	41% of families feel their questions or concerns are not being adequately addressed by the front office.	Lack of a consistent system for tracking and responding to parent communication in a timely and effective manner.

Goal 3 Increase DIBELS Growth in Kindergarten - 2nd Grade Students

Performance Objective 1 ☑ High Priority

70% of all K-2 students will demonstrate growth on the DIBELS composite from BOY to EOY.

Evaluation Data Source: DIBELS Amplify Data Reports (BOY, MOY, EOY Comparison Reports)
Progress Monitoring Reports
Internal Data Dashboard
Campus wide DIBELS Growth Trackers
RTI/MTSS Progress Monitoring Logs
Student Data Binders/Goal-Setting Charts

Strategy 1

Campus-Based Professional Learning-Through campus-based professional development and weekly PLCs, all K-2 teachers will engage in targeted learning around DIBELS components, including data interpretation, progress monitoring, and aligned instructional intervention strategies.

Strategy's Expected Result/Impact: Teachers will develop a stronger understanding of how to use DIBELS data to drive daily instruction, leading to improved foundational literacy skills across K-2.
Quarter Quarterly Target
Q1 (Aug-Oct) Conduct DIBELS PD (9/12 & 9/29). Launch progress monitoring in October. Establish BOY baseline data.
Q2 (Nov-Jan) Use PLCs to analyze PM data and adjust instruction. 60% of K-2 students show growth from BOY to MOY.
Q3 (Feb-Mar) Continue targeted reteach and small-group interventions based on PM data. 65% of students show upward trend toward EOY benchmark.
Q4 (Apr-Jun) Conduct EOY assessments. [?]70% of students demonstrate composite score growth from BOY to EOY.

Staff Responsible for Monitoring: Assistant Principal of Instructional , Direct Instruction Program Manager

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Strategy 2

Instructional leaders will provide ongoing, job-embedded coaching focused on DIBELS-aligned best practices. Coaching will emphasize phonemic awareness routines, small group instruction,

and aggressive monitoring to ensure effective implementation and fidelity of practice.

Strategy's Expected Result/Impact: Coaching cycles will directly improve implementation fidelity of research-based reading instruction, resulting in more students making measurable skill gains.
Q1 (Aug-Oct) Launch coaching cycles aligned to early literacy routines. Observe all K-2 teachers at least weekly for DIBELS implementation fidelity.
Q2 (Nov-Jan) Provide targeted feedback on phonemic awareness and small group instruction. 60% of K-2 students show MOY growth.
Q3 (Feb-Mar) Conduct coaching touchpoints biweekly with focus on aggressive monitoring and student feedback. 65% of students show upward progress toward EOY goals.
Q4 (Apr-Jun) Finalize coaching cycle reflections and teacher growth plans. [?]70% of students demonstrate BOY-EOY composite growth on DIBELS.

Staff Responsible for Monitoring: Assistant Principal of Instructional , Direct Instruction Program Manager, Campus DI Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Strategy 3

Data-Driven Small Group Instruction-Teachers will use BOY, MOY, and weekly progress monitoring data to form flexible small groups and adjust instruction based on student performance trends.

Strategy's Expected Result/Impact: Students will receive instruction targeted to their specific needs, increasing the likelihood of meeting growth expectations by EOY.

Staff Responsible for Monitoring: Assistant Principal of Instructional , Direct Instruction Program Manager, Campus DI Coaches

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause

1	A high percentage of students are identified as economically disadvantaged and emergent bilingual.	Limited access to resources at home, combined with language acquisition needs, may reduce engagement and comprehension.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Palmview Academy's overall mock STAAR performance in Reading and Math is below state expectations. Domain 1 Reading and Math mock data are both at 62; Overall Domain 1-3 average is 69 (Rated D).	Gaps in first-time instruction, misalignment with STAAR rigor, and insufficient differentiation in Tier 1 instruction.
2	While 55% of EB students showed growth on TELPAS, mock STAAR performance remains low across reading, math, and science.	Core content instruction is not consistently scaffolded with language supports to meet the needs of EB students, limiting their ability to access and master grade-level material.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers are not consistently customizing or differentiating units and lessons to meet the diverse needs of their students.	Limited planning time and lack of targeted professional development in effective unit customization for special populations (EB, SPED, Tier 2/3 students).
2	Teachers are not effectively planning for or delivering meaningful academic feedback to students during instruction.	Teachers may lack clear systems or strategies for incorporating feedback into lessons in real-time, and feedback is often delayed or not actionable.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Only 66% of students reported feeling "very" or "slightly" safe. 20% reported feeling unsafe or very unsafe.	Inconsistent communication or reinforcement of school safety protocols across all staff and grade levels.

Performance Objective 2 ☑ High Priority

50% of Special Education population will make expected growth toward their aimline on bi-weekly Progress Monitoring assessments.

Evaluation Data Source: DIBELS Amplify Data Reports (BOY, MOY, EOY Comparison Reports)
Progress Monitoring Reports
Internal Data Dashboard
Campus wide DIBELS Growth Trackers
RTI/MTSS Progress Monitoring Logs
Student Data Binders/Goal-Setting Charts

Strategy 1

MTSS-Driven Intervention Block-Utilize the campus MTSS framework to identify Targeted Support Students early and deliver daily Tier 2 and Tier 3 interventions during a dedicated intervention block, aligned to DIBELS skill deficits and classroom data.

Strategy's Expected Result/Impact: Students will receive timely, skill-specific support based on data, increasing the likelihood of meeting or exceeding growth goals by EOY.
Q1 (Aug-Oct) Identify 100% of Targeted Support Students through BOY DIBELS and MTSS data. Launch daily intervention block with fidelity tracking.
Q2 (Nov-Jan) Monitor intervention effectiveness biweekly through PM data. 30% of students show growth toward aimline by MOY.
Q3 (Feb-Mar) Refine intervention groups based on data reviews. 40% of students demonstrate consistent progress toward EOY goal.
Q4 (Apr-Jun) Sustain targeted Tier 2 and 3 interventions. 50% of students meet or exceed expected growth by EOY.

Staff Responsible for Monitoring: Assistant Principal of Instructional , Direct Instruction Program Manager, K-2 Teachers

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Strategy 2

Differentiated Coaching and Progress Monitoring- Instructional leaders will provide coaching cycles for SPED and EB support staff focused on adapting instruction, analyzing DIBELS progress data, and refining MTSS intervention plans.
Q1 (Aug-Oct) Initiate coaching cycles with all SPED and EB staff. Establish PM data tracker aligned to DIBELS components.
Q2 (Nov-Jan) Conduct ongoing coaching with emphasis on instructional adaptation and small-group precision. 60% of Targeted Support Students on track to meet aimline.
Q3 (Feb-Mar) Conduct midyear fidelity checks and reteach intervention routines. 65% of students show upward trend on PM data.
Q4 (Apr-Jun) Finalize coaching cycles and intervention reflections. [?]70% of Targeted Support Students meet expected growth by EOY.

Strategy's Expected Result/Impact: Strengthens capacity of staff supporting high-need students and ensures data is used to adjust instruction responsively.

Staff Responsible for Monitoring: Principal, Assistant Principal of Instruction, EB Point Person, Special Education Teachers

Problem Statements: Demographics 1 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 3

Family Literacy Engagement for Targeted Support Students-Facilitate literacy nights and provide take-home DIBELS-aligned materials with progress tracking tools for families of EB and SPED students.

Strategy's Expected Result/Impact: Families will be more engaged and equipped to support reading development at home, reinforcing school-based learning.
Quarter Quarterly Target
Q1 (Aug-Oct) Host first Family Literacy Night for EB and SPED families. Distribute take-home kits and explain progress monitoring trackers.- 50% in attendance
Q2 (Nov-Jan) Conduct second event focused on winter reading routines and PM data review. 60% of families actively use take-home resources.
Q3 (Feb-Mar) Host spring literacy event featuring student reading progress and family participation. 65% of Targeted Support Students show improvement toward aimline.
Q4 (Apr-Jun) Provide end-of-year literacy packets and celebrate student growth. [?]70% of Targeted Support Students meet expected growth on PM assessments.

Staff Responsible for Monitoring: Homeroom Teachers, Social Worker, Assistant Principal of Instruction

Problem Statements: Demographics 1 - Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	A high percentage of students are identified as economically disadvantaged and emergent bilingual.	Limited access to resources at home, combined with language acquisition needs, may reduce engagement and comprehension.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Palmview Academy's overall mock STAAR performance in Reading and Math is below state expectations. Domain 1 Reading and Math mock data are both at 62; Overall Domain 1-3 average is 69 (Rated D).	Gaps in first-time instruction, misalignment with STAAR rigor, and insufficient differentiation in Tier 1 instruction.
2	While 55% of EB students showed growth on TELPAS, mock STAAR performance remains low across reading, math, and science.	Core content instruction is not consistently scaffolded with language supports to meet the needs of EB students, limiting their ability to access and master grade-level material.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers are not consistently customizing or differentiating units and lessons to meet the diverse needs of their students.	Limited planning time and lack of targeted professional development in effective unit customization for special populations (EB, SPED, Tier 2/3 students).
2	Teachers are not effectively planning for or delivering meaningful academic feedback to students during instruction.	Teachers may lack clear systems or strategies for incorporating feedback into lessons in real-time, and feedback is often delayed or not actionable.

Goal 4 Increase Student Achievement in Reading

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Reading STAAR student achievement of 3rd-5th grade students will increase to 42.

Evaluation Data Source: TEA STAAR Interim Assessments (Fall or Spring Windows)
Semester Exams Benchmark
Mock Exam Benchmark
2026 STAAR Reading results for 3rd-5th grade students as reported in the Texas Education Agency (TEA) Accountability Summary and Domain 1: Student Achievement Reports

Strategy 1

Strengthen teacher content knowledge through bi-weekly internalization and PD focused on TEKS rigor, text structure, and writing integration.

Strategy's Expected Result/Impact: Increased teacher knowledge of reading TEKS and writing expectations will raise instructional precision and consistency across grades.
Q1 (Aug-Oct) Conduct bi-weekly internalizations and PD on TEKS alignment and text structure. 100% of teachers participate in scoring calibration using STAAR rubrics.
Q2 (Nov-Jan) Continue PD cycles focused on writing integration and text evidence. 30% of students score proficient on constructed responses during interim assessments.
Q3 (Feb-Mar) Monitor implementation fidelity through walkthroughs and student work samples. 45% of students demonstrate growth in evidence-based writing.
Q4 (Apr-Jun) Sustain internalization and calibration cycles. [?]60% of students meet grade-level proficiency on reading STAAR constructed responses.

Staff Responsible for Monitoring: Principal, Literacy Coaches, Assistant Principal of Instruction, Content Leads

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Strategy 2

Conduct an in-depth analysis of interim and exit ticket data to identify common misconceptions or specific skills where students fall short of the Meets/Masters levels. Use findings to plan targeted reteach and enrichment opportunities.

Strategy's Expected Result/Impact: Q1 (Aug-Oct) Identify students by performance band (Approaches, Meets, Masters) and potential "game changers" to move up. 100% of teachers have evidence of this in aggressive monitoring trackers.
Q2 (Nov-Jan) Implement targeted reteach cycles and enrichment for identified students. 30% of students achieve Meets or higher on interim assessments.
Q3 (Feb-Mar) Monitor progress through PLC data reviews and refine instruction for growth toward mastery. 45% of students achieve Meets or higher on STAAR-aligned assessments.
Q4 (Apr-Jun) Conduct final data analysis to measure movement across performance bands and plan for next year. [?]60% of students achieve Meets or Masters on Reading STAAR.

Staff Responsible for Monitoring: Principal, Literacy Coaches, Assistant Principal of Instruction, Content Leads

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Palmview Academy's overall mock STAAR performance in Reading and Math is below state expectations. Domain 1 Reading and Math mock data are both at 62; Overall Domain 1-3 average is 69 (Rated D).	Gaps in first-time instruction, misalignment with STAAR rigor, and insufficient differentiation in Tier 1 instruction.
2	While 55% of EB students showed growth on TELPAS, mock STAAR performance remains low across reading, math, and science.	Core content instruction is not consistently scaffolded with language supports to meet the needs of EB students, limiting their ability to access and master grade-level material.

Performance Objective 2 ☑ High Priority

40% of HB 1416 students will meet their individual growth targets in STAAR Reading

Evaluation Data Source: TEA STAAR Interim Assessments (Fall or Spring Windows)
Semester Exams Benchmark
Mock Exam Benchmark
2026 STAAR Reading results for 3rd-5th grade students as reported in the Texas Education Agency (TEA) Accountability Summary and Domain 1: Student Achievement Reports

Strategy 1

Targeted Reading Acceleration through Daily Small-Group Intervention- Assign students to skill-specific intervention groups focused on comprehension, vocabulary, and inferencing using Read 180

Strategy's Expected Result/Impact: Students receive targeted, data-driven instruction in areas of greatest need, accelerating reading growth.
Q1: 10% of HB 1416 students demonstrate growth on district assessments

Q2: 20% of HB 1416 students meet mid-year Lexile growth goals or show gains on interim reading data

Q3: 30% of HB 1416 students meet or exceed growth goals on second interim assessment

Q4: 40% or more of HB 1416 students meet or exceed their individual STAAR Reading growth targets.

Staff Responsible for Monitoring: Assistant Principals of Instruction, Reading Teachers, Interventionists

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

Daily Aggressive Monitoring and Responsive Reteaching for HB 1416 Students-
Identify the 40% of HB 1416 students targeted for growth and monitor their progress daily through student work and exit tickets. Use this data to provide immediate feedback.

Strategy's Expected Result/Impact: Q1: 10% of targeted students show improvement on daily exit tickets and comprehension checkpoints.

Q2: 20% of students consistently meet daily lesson objectives and demonstrate progress on TEKS-aligned assessments.

Q3: 30% of targeted students demonstrate mastery of priority TEKS (SSU) through daily exit ticket data

Q4: 40% or more of students meet or exceed STAAR Reading growth targets through consistent monitoring and responsive reteaching.

Staff Responsible for Monitoring: Classroom Teachers, Assistant Principals of Instruction, Principal

Problem Statements: Student Learning 1 - School Processes & Programs 2

Title I: 2.5.1, 2.5.3

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	A high percentage of students are identified as economically disadvantaged and emergent bilingual.	Limited access to resources at home, combined with language acquisition needs, may reduce engagement and comprehension.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Palmview Academy's overall mock STAAR performance in Reading and Math is below state expectations. Domain 1 Reading and Math mock data are both at 62; Overall Domain 1-3 average is 69 (Rated D).	Gaps in first-time instruction, misalignment with STAAR rigor, and insufficient differentiation in Tier 1 instruction.
2	While 55% of EB students showed growth on TELPAS, mock STAAR performance remains low across reading, math, and science.	Core content instruction is not consistently scaffolded with language supports to meet the needs of EB students, limiting their ability to access and master grade-level material.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Teachers are not consistently customizing or differentiating units and lessons to meet the diverse needs of their students.	Limited planning time and lack of targeted professional development in effective unit customization for special populations (EB, SPED, Tier 2/3 students).
2	Teachers are not effectively planning for or delivering meaningful academic feedback to students during instruction.	Teachers may lack clear systems or strategies for incorporating feedback into lessons in real-time, and feedback is often delayed or not actionable.

Goal 5 Increase Student Achievement in Math

Performance Objective 1 ☑ High Priority

Math STAAR student achievement of 3rd-5th grade students will increase to 42.

Evaluation Data Source: TEA STAAR Interim Assessments (Fall or Spring Windows)
Semester Exams Benchmark
Mock Exam Benchmark
2026 STAAR Reading results for 3rd-5th grade students as reported in the Texas Education Agency (TEA) Accountability Summary and Domain 1: Student Achievement Reports

Strategy 1

High-Fidelity Internalization & Rehearsal with CRA Emphasis- During PLC and four weekly rehearsals, teachers will rehearse concept development and practice student release techniques.

Strategy's Expected Result/Impact: Q1: 100% of teachers annotate CRA progression in internalizations; rehearsals occur four times per week.

Q2: 80% of observed lessons show explicit CRA transitions and purposeful checks for understanding.

Q3: 90% of Lesson internalizations and PLC notes reflect consistent alignment to TEKS rigor and productive struggle.

Q4: 42% or more of 3rd-5th grade students meet Approaches or higher on Math STAAR.

Staff Responsible for Monitoring: SPED Teachers, General Education Teachers, SPED Coordinator, Assistant Principals of Instruction, Principal

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Strategy 2

Teachers will implement skill-specific small-group reteach cycles during the last 20 minutes of the extended math block (3rd-4th) and within 5th grade's academic block rotations.

Strategy's Expected Result/Impact: Q1: Data meetings every two weeks identify reteach groups based on exit tickets and Quick Checks.

Q2: 100% of classrooms implement reteach cycles within the designated math block; lesson plans show reteach alignment.

Q3: 60% of HB 1416 and bubble students show growth on MAP or interim data.

Q4: 42% of 3rd-5th graders achieve Approaches or higher on Math STAAR.

Staff Responsible for Monitoring: SPED Teachers, General Education Teachers, SPED Coordinator, Assistant Principals of Instruction, Principal

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Palmview Academy's overall mock STAAR performance in Reading and Math is below state expectations. Domain 1 Reading and Math mock data are both at 62; Overall Domain 1-3 average is 69 (Rated D).	Gaps in first-time instruction, misalignment with STAAR rigor, and insufficient differentiation in Tier 1 instruction.

Performance Objective 2 ☑ High Priority

40% of Emergent Bilingual (EB) students in Grades 3-5 will achieve Meets Grade Level or higher on the STAAR Math assessment

Evaluation Data Source: TEA STAAR Interim Assessments (Fall or Spring Windows)
Semester Exams Benchmark
Mock Exam Benchmark
2026 STAAR Reading results for 3rd-5th grade students as reported in the Texas Education Agency (TEA) Accountability Summary and Domain 1: Student Achievement Reports

Strategy 1

Provide explicit academic vocabulary instruction during Bluebonnet lessons using cognate word walls, and visual aids to strengthen EB students' math language comprehension.

Strategy's Expected Result/Impact: Q1: Teachers introduce and post bilingual math vocabulary with cognates for each unit.

Q2: 70% of EB students accurately use target vocabulary in written or verbal responses.

Q3: 60% of EB students meet growth targets on IA.

Q4: 40% of EB students achieve Meets or higher on STAAR Math.

Staff Responsible for Monitoring: EB Coordinator, Instructional Assistant Principals, All Core Teachers

Problem Statements: Demographics 2 - Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Strategy 2

Integrate content and language supports into Bluebonnet lessons and small groups

Strategy's Expected Result/Impact: Q1: 100% of EB classrooms display and use visual and manipulative supports daily.

Q2: Teachers implement supplemental aids and question scaffolds with fidelity.

Q3: 60% of EB students meet IA growth goals.

Q4: 40% of EB students achieve Meets or higher on STAAR Math.

Staff Responsible for Monitoring: EB Coordinator, Instructional Assistant Principals, All Core Teachers

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	A significant number of students qualify for services under Section 504 and Dyslexia.	Teacher monitoring and instructional planning for accommodations is inconsistent.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	While 55% of EB students showed growth on TELPAS, mock STAAR performance remains low across reading, math, and science.	Core content instruction is not consistently scaffolded with language supports to meet the needs of EB students, limiting their ability to access and master grade-level material.

Performance Objective 3 ☑ High Priority

43% of HB 1416 students will meet their individual growth targets in STAAR Math

Evaluation Data Source: Lesson Plans, Exit Tickets, Bluebonnet Quick Checks, Interim Assessments (IA), MAP, STAAR

Strategy 1

Provide daily small-group acceleration using manipulatives and guided practice focused on released STAAR item types.

Strategy's Expected Result/Impact: Q1: Daily small-group instruction begins for all HB 1416 students.

Q2: 80% of students demonstrate mastery on targeted TEKS.

Q3: 70% meet growth benchmarks on IA or MAP.

Q4: 43% meet individual STAAR Math growth targets.

Staff Responsible for Monitoring: Assistant Principals of Instruction (APIs), Math Teachers (3rd-5th), Interventionists

Problem Statements: Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Palmview Academy's overall mock STAAR performance in Reading and Math is below state expectations. Domain 1 Reading and Math mock data are both at 62; Overall Domain 1-3 average is 69 (Rated D).	Gaps in first-time instruction, misalignment with STAAR rigor, and insufficient differentiation in Tier 1 instruction.
2	While 55% of EB students showed growth on TELPAS, mock STAAR performance remains low across reading, math, and science.	Core content instruction is not consistently scaffolded with language supports to meet the needs of EB students, limiting their ability to access and master grade-level material.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ANGELA SALINAS	TEACHER - INTERVENTIONIST	School-wide Program	1
DANIELA A ACOSTA	COTEACHER	School-wide Program	1
ELENA ALONZO	TEACHER - INTERVENTIONIST	School-wide Program	1
ERICA MARTINEZ	COTEACHER	School-wide Program	1
ISSIS MADELEINE HERNANDEZ	COTEACHER	School-wide Program	1
JENNIFER RIVAS	COTEACHER	School-wide Program	1
WENDY D CAMPOS PACHECO	COTEACHER	School-wide Program	1

IDEA Public Schools

Palmview College Prep

2025-2026 Campus Improvement Plan

Public Presentation Date:
August 1, 2025

Generated by Plan4Learning.com
March 12, 2026 at 10:01 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

Priority Problem Statements 9

Data Documentation for CNA 11

Student Data: Assessments 12

Student Data: Student Groups 12

Goals 13

Goal 1 : Improve student academic achievement in Math grades 6-8/Algebra I. 14

Goal 2 : Improve student academic achievement in ELA grades 6-10. 17

Goal 3 : Improvement in 8th grade History. 20

Goal 4 : Increase student attendance. 23

Goal 5 : Increase student persistence. 26

Title I Summary 30

Title I Personnel 31

Comprehensive Needs Assessment

Demographics

Summary

ADA: 93.1%

Persistence: Overall-89% NTI-78%

Eco Disc: 99%

EB: 63%

SPED: 20%

504: 4%

Hispanic: 98%

Black: 1%

White: 1%

FWOS Enrollment: 480 students

Teacher retention: 88%

Teacher-student ratio: 1:20

Certified teachers: 50%

TCP/GET Rubric data:

L1 teachers= 8

L2 teachers= 3

L3 teachers= 8

L4 teachers= 8

L5 teachers= 5

Strengths

SPED supports are increasing SPED success.

TELPAS data shows EBs are improving in language acquisition.

Increase in Master teachers from previous years.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Persistence is below target.	Lack of rigorous activities and inconsistent culture.
2	EB sub population performance is low.	Lack of knowledge of EB supports.

★ = Priority

Student Learning

Summary

TELPAS: 39% (A)

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	The percent of students at Meets and Masters have shown minimal growth.	There is a lack of collaboration and vertical alignment across transitional grade levels.
2	Lack of rigorous grade-level learning in class.	Content specific teacher consistency.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Persistence is below target.	Lack of rigorous activities and inconsistent culture.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Student Data: Assessments

- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- ☑ **SAT and/or ACT assessment data**
- ☑ **Local benchmark or common assessments data**
- ☑ **Grades that measure student performance based on the TEKS**

Student Data: Student 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**

Goals

Goal 1 Improve student academic achievement in Math grades 6-8/ Algebra I.

Performance Objective 1 ☑ High Priority

Increase the SAS in Math grades 6-8/Algebra I on the STAAR test from 35% to 48%.

Evaluation Data Source: Math 180 Progress Measures
District Benchmarks
STAAR

Strategy 1 ☑ Targeted Support Strategy

Provide 30 minute daily intervention integration with Math 180 during Academic Block in grades 6-8.

Strategy's Expected Result/Impact: Average growth rate for 6-8 is 1+ years:
Q1= 0.25 year
Q2=0.50 year
Q3=0.75 year
Q4=1+ year

Staff Responsible for Monitoring: Homeroom Teachers
Math Teachers
Assistant Principal of Instruction- Math
Principal

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress		
November	March	July

Strategy 2 ☑ Targeted Support Strategy

Layer in small-group, STAAR-focused math intervention for potential Me/Ma students.

Strategy's Expected Result/Impact: Q1= (IA- SAS between 40-43)
Q2= (SE- SAS between 44-47)
Q3= (ME- SAS between 47-49)
Q4= 56% at Me, 21% at Ma (STAAR- SAS between 48-52)

Staff Responsible for Monitoring: Math teachers
SPED teachers
Assistant Principal of Instruction- Math
Principal

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

Implement weekly data meetings focused on error analysis and reteach execution.

Strategy's Expected Result/Impact: Q1= (IA- SAS between 40-43)
Q2= (SE- SAS between 44-47)
Q3= (ME- SAS between 47-49)
Q4= 56% at Me, 21% at Ma (STAAR- SAS between 48-52)

Staff Responsible for Monitoring: CTL
Math teachers
SPED teachers
Assistant Principal of Instruction- Math
Principal

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2

40% of HB1416 achieve Approaches on the Math STAAR test.

Evaluation Data Source: District Benchmarks
STAAR

Strategy 1 ☑ Targeted Support Strategy

Layer in small-group, STAAR-focused math intervention for HB1416 students.

Strategy's Expected Result/Impact: 40%+ of students master LeadForward IQ question in small group Exit Tickets.

Staff Responsible for Monitoring: Math teachers
SPED teachers
Assistant Principal of Instruction- Math
Principal

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Implement weekly data meetings focused on error analysis and HB1416 reteach execution.

Strategy's Expected Result/Impact: 40%+ HB1416 students hit their growth goal in SE and ME

Staff Responsible for Monitoring: CTL
Math teachers
SPED teachers
Assistant Principal of Instruction- Math
Principal

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Goal 2 Improve student academic achievement in ELA grades 6-10.

Performance Objective 1 ☑ High Priority

Increase the SAS in ELA grades 6-10 on the STAAR test from 41% to 48%.

Evaluation Data Source: Read 180 Progress Measures
District Benchmarks SAS:
Q1= (IA- SAS between 40-43)
Q2= (SE- SAS between 44-47)
Q3= (ME- SAS between 47-49)
Q4= 56% at Me, 21% at Ma (STAAR- SAS between 48-52)

Strategy 1 ☑ Targeted Support Strategy

Provide 30 minute daily intervention integration with Read 180 during Academic Block in grades 6-8 and Mastery Prep ELA in grades 9-10.

Strategy's Expected Result/Impact: Average growth rate for 6-8 is 1+ years in Reading.
SAS is a 52%+ in 9-10 ELA.

Staff Responsible for Monitoring: Homeroom Teachers
ELA Teachers
Assistant Principal of Instruction- ELA
Principal

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Strategy 2 ☑ Targeted Support Strategy

Strengthen annotation routines and intensify writing feedback loops in grades 6-10.

Strategy's Expected Result/Impact: IA/SE/ME/STAAR
100% of students score a 1+ on ECR and SCR.
80% of students score a 2+ on ECR and SCR.
60% of students score a 3+ on ECR.

Staff Responsible for Monitoring: CTL
ELA Teachers
Assistant Principal of Instruction- ELA
Principal

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2

40% of HB1415 achieve Approaches on the ELA STAAR test.

Evaluation Data Source: District Benchmarks
STAAR

Strategy 1 ☑ Targeted Support Strategy

Layer in small-group, STAAR-focused ELA intervention for HB1416 students.

Strategy's Expected Result/Impact: 40%+ of students master LeadForward IQ question in small group Exit Tickets.

Staff Responsible for Monitoring: ELA teachers
SPED teachers
Assistant Principal of Instruction- ELA
Principal

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Implement weekly data meetings focused on ECR/SCR analysis and HB1416 reteach execution.

Strategy's Expected Result/Impact: 40%+ HB1416 students hit their growth goal in SE and ME

Staff Responsible for Monitoring: CTL
ELA teachers
SPED teachers
Assistant Principal of Instruction- ELA
Principal

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Goal 3 Improvement in 8th grade History.

Performance Objective 1 ☑ High Priority

Increase the SAS in 8th grade History on the STAAR test from 25% to 48%.

Evaluation Data Source: Exit Tickets
Unit Exams
District Benchmarks
STAAR

Strategy 1

Lesson Rehearsals and mentorship from a high performing AP US History high performing teacher.

Strategy's Expected Result/Impact: Advanced rating in GET 1-3
Proficient rating in GET 4

Staff Responsible for Monitoring: Teachers
Assistant Principal of Instruction- History
Principal

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress		
November	**March**	**July**

Strategy 2

Weekly exit ticket review to ensure DOK alignment.

Strategy's Expected Result/Impact: District Benchmark SAS:
Q1-30%
Q2-39%
Q3-49%
EOY-52%

Staff Responsible for Monitoring: Teachers
Assistant Principal of Instruction- History
Principal

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2

60% of student achieve Approaches on the History STAAR test.

Evaluation Data Source: District Benchmarks
STAAR

Strategy 1 ☑ Targeted Support Strategy

Layer in small-group, STAAR-focused History intervention for lowest students.

Strategy's Expected Result/Impact: 60%+ of students master LeadForward IQ question in small group Exit Tickets.

Staff Responsible for Monitoring: History teachers
SPED teachers
Assistant Principal of Instruction- History
Principal

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Implement weekly data meetings focused on FRQ analysis and reteach execution.

Strategy's Expected Result/Impact: 100% score a 1+ on FRQ
60% score a 2+ on FRQ

Staff Responsible for Monitoring: History teachers
SPED teachers
Assistant Principal of Instruction- History
Principal

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Goal 4 Increase student attendance.

Performance Objective 1

Improve ADA by 0.5% (from 93.3% to 93.8%) by the last day of the 2026 school year.

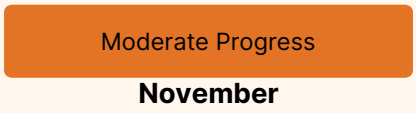
Evaluation Data Source: PowerBi Dashboard
Daily Attendance reports

Strategy 1

Consistent stakeholder usage of ADA systems and matrix.

Strategy's Expected Result/Impact: ADA Huddle implemented with 100% fidelity.
APO & SC partnership with ADA Matrix and NFO tracking with 100% fidelity.

Formative Reviews



November **March** **July**

Strategy 2

Strengthen Attendance Incentive Systems

Strategy's Expected Result/Impact: Q1: 100% of homerooms participate in weekly competition; 50% of students attend 95% of the time
Q2: Increase % of students with 95% attendance by 10 points from Q1
Q3: 80%+ of students earn monthly attendance incentives at least once
Q4: School-wide 95% average daily attendance sustained for 6+ weeks

Staff Responsible for Monitoring: Teachers
GTL
GLA
APO
Lead Team

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November | March | July

Performance Objective 2

Reduce Chronic Absenteeism from 20% (LY) to <15%.

Evaluation Data Source: PowerBi dashboard
Escalation Matrix

Strategy 1

Track and target students with 5+ absences by assigning mentor to reduce Chronic Absenteeism.

Strategy's Expected Result/Impact: Reduction of Chronic Absenteeism from 20% to 15%.
Q1: <20%
Q2: <18%
Q3: <16%
EOY: <15%

ADA benchmarks:
Q1: 97%+
Q2: 95%+
Q3: 94%+
EOY: 93.6%+

Staff Responsible for Monitoring: HR teachers
GTL
SIS
SC
APO
Principal

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November | March | July

Strategy 2

Targeted family engagement with 5/10/15 absence parent meetings.

Strategy's Expected Result/Impact: Reduction of Chronic Absenteeism from 20% to 15%.
Q1: <20%
Q2: <18%
Q3: <16%
EOY: <15%

ADA benchmarks:
Q1: 97%+
Q2: 95%+
Q3: 94%+
EOY: 93.6%+

Staff Responsible for Monitoring: HR teachers
GTL
SIS
SC
APO
Principal

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November	March	July

Goal 5 Increase student persistence.

Performance Objective 1 ☑ High Priority

Improve overall student persistence from a 83% to an 85% by the 11th day of 2026.

Evaluation Data Source: Quarterly Persistence Benchmarks
Monthly Persistence Dashboard (by grade, subgroups, tier)
Withdrawal Exit Interview Analysis
PBIS BRS and Discipline Reports
Attendance & Re-engagement Data (Chronic Absenteeism and Mission List)

Strategy 1

Culture Observation Rounds Led by School Counselor.

Strategy's Expected Result/Impact: Q1: 100% of teachers observed at least once a month in Culture Rounds and at least twice a month by SC.
Q2: 100% of GTLs are rated Advanced on GET2
Q3: 100% of teachers are rated Proficient or better on GET2
Q4: 90% of students report a sense of belonging via SEL survey

Staff Responsible for Monitoring: SC
Teachers
GTL
APO
API
Principal

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

MTSS fidelity and tiered support reviews.

Strategy's Expected Result/Impact: Q1: 100% of Tier 3 students have an active support plan
Q2: 80% of Tier 2/3 students show improvement in 1+ area (attendance/behavior/academics)
Q3: MTSS fidelity audit shows 90% alignment to protocol (using the Behavior Management Feedback Cycle)
Q4: Persistence rate of Tier 2/3 students increases by 10% from Q1 baseline

Staff Responsible for Monitoring: SC
Teachers
GTL
APO
API
Principal

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November **March** **July**

Strategy 3

Behavior management feedback cycle fidelity

Strategy's Expected Result/Impact: Q1: 100% of teachers engaged in at least 1 feedback cycle using BMFC
Q2: Referral rates down 15% from LY
Q3: 85% of teachers show growth in proactive behavior strategies
Q4: Behavior-related/Campus Culture withdrawals reduced by 50% vs. prior year
EOY: PBIS BRS updated after every infraction and restorative measure are completed

Staff Responsible for Monitoring: SC
Teachers
GTL
APO
API
Principal

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2 ☑ High Priority

Improve NTI student persistence from a 79% to an 85% by the 11th day of 2026.

Evaluation Data Source: Quarterly Persistence Benchmarks
Monthly Persistence Dashboard (by grade, subgroups, tier)
Withdrawal Exit Interview Analysis
PBIS BRS and Discipline Reports
Attendance & Re-engagement Data (Chronic Absenteeism and Mission List)

Strategy 1

New Family Onboarding

Strategy's Expected Result/Impact: Q1: 100% of newly enrolled families complete onboarding and receive a check-in
Q2: 90% of new families report feeling connected to the school (via New Family Parent survey)
Q3: Less than 5% attrition rate among students enrolled during Q1-Q2
Q4: Persistence among new-to-campus families reaches 90%+

Staff Responsible for Monitoring: Teachers
GTL/GLA
SC
APO
Principal

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



November **March** **July**

Strategy 2

New Family Onboarding monitoring tools fidelity and persistence rate follow up

Strategy's Expected Result/Impact: Monitoring Tool usage (Mission List & APO/SC check in):
Q1 85% Onboarding Completion & Early Risk Tracking
Q2 87% Communication Consistency & Exit Intent Interventions
Q3 89% Mid-Year Re-engagement & Touchpoint Efficacy
Q4 90%+ Year-End Planning & Exit Risk Containment
Follow up:
Q1: 100% of withdrawals documented with root cause
Q2: At least 2 school-wide actions taken based on trend data
Q3: Monthly at-risk list reviewed and updated with interventions
Q4: Risk-triggered withdrawals reduced by 40% from Q1

Staff Responsible for Monitoring: SC
APO
Principal

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Considerable Progress		

Title I Summary

Title I Personnel

Name	Position	Program	FTE
JOSIAH BENJAMIN ADEL NIETO	TEACHER - INTERVENTIONIST	School-wide Program	1
MARIA ALEJANDRA REYES	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Parmer Park Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:15 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Goals 13

Goal 1 : IDEA Parmer Park Academy increases the Accountability rating received in 2024... 14

Goal 2 : IDEA Parmer Park Academy increases student persistence by 10% in the 2025-2... 16

Goal 3 : IDEA Parmer Park Academy increases student daily attendance by 1% in the 202... 18

Goal 4 : IDEA Parmer Park Academy increases new staff retention by 10% in the 2025-20... 20

Goal 5 : Increase student enrollment PTG in the 2025-2026 school year. 22

Title I Summary 23

Title I Personnel 24

Comprehensive Needs Assessment

Demographics

Summary

Parmer Park Academy is an open-enrollment, Title I public charter school serving students in grades K–5. Established in 2019, the campus is located in Austin, Texas, and currently serves approximately 600 students. The student population is predominantly Hispanic (72.37%), with 15.42% African American and 5.93% White students. To support the diverse needs of our scholars, Parmer Park Academy offers a range of student services, including Section 504 accommodations, Response to Intervention (RTI), Special Education (SPED), and Emergent Bilingual (EB) services.

Strengths

Parmer Park Academy offers a competitive salary structure to attract and retain experienced, high-quality educators. In alignment with our mission to serve all students equitably, the campus provides free breakfast, lunch, and supper to every student, recognizing that 82% of our student body comes from economically disadvantaged backgrounds. While these supports address critical basic needs, the campus continues to prioritize efforts to close academic achievement gaps, enhance student and family engagement, and provide additional socio-emotional and academic interventions to meet the diverse needs of our scholars.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Parmer Park Academy continues to face challenges in delivering comprehensive Special Education (SPED) services, which has contributed to student attrition among SPED-identified scholars. Gaps in staffing, scheduling, or compliance may be impacting the quality and consistency of services provided, leading to decreased family confidence and increased student withdrawals.	The primary root cause of the ongoing challenges in providing full Special Education services is a persistent shortage of certified SPED teachers and support staff. While Parmer Park Academy has remained in compliance with required service minutes on paper, staffing limitations and high caseloads have hindered our ability to deliver high-quality, individualized instruction.
2	Despite providing essential supports such as free meals and competitive teacher salaries, Parmer Park Academy continues to face persistent academic achievement gaps among students from economically disadvantaged backgrounds.	While the campus addresses basic student needs effectively, limited access to targeted, data-driven academic interventions and differentiated socio-emotional supports may be preventing the school from fully closing achievement gaps. Additionally, systemic barriers related to poverty--such as limited at-home support and inconsistent school attendance, further impact student outcomes and enga

★ = Priority

Student Learning

Summary

In 2024-2025, Parmer Park Academy focused intensely on student academic growth, particularly in early literacy. The district set a goal for 70% of K–2 students to demonstrate significant growth in reading. In response, the campus implemented intervention blocks, protected Direct Instruction (DI) time, and assigned targeted homework. Although there was no district-provided rubric to consistently track reading growth, the team remained committed to internal progress monitoring. By year's end, 12% of kindergarteners, 45% of first graders, and 54% of second graders met the growth goal—short of the target, but showing upward progress across grade levels.

At the school-wide level, Parmer Park began the year with a C rating (72) and made strong gains through a focus on student outcomes. Campus-led systems, such as backward planning, small-group tutorials, and frequent data analysis, contributed to significant growth. Semester Exam scores rose to 82% in December, and March Mock Exam scores reached 91%, aligning with a projected "A" in Domain 2. Regular teacher planning time and a commitment to data-driven reteaching were key levers in this growth.

Strengths

Parmer Park Academy implemented campus-wide growth goal trackers to help students monitor their academic progress and stay motivated, supported by incentives for those meeting their individual goals. Teachers were provided dedicated time to analyze data and develop backward plans for reteaching, aligning instruction directly to student needs. Additionally, the campus expanded fluency support by integrating reading practice into Social Studies instruction, increasing student access to grade-level texts in multiple content areas. These targeted strategies have especially benefited Emergent Bilinguals, economically disadvantaged students, and continuously enrolled scholars, helping them begin the year strong and remain on track for growth.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Emergent Bilingual students in grades 3-5 lack the academic language needed to understand and express ideas across content areas.	Teachers need additional training and resources to embed structured language development and academic vocabulary instruction into daily lessons.
2	Students in grades 3-5 are not meeting grade-level expectations in reading due to persistent gaps in foundational literacy skills, especially comprehension.	Early reading instruction was inconsistent and heavily focused on decoding without sufficient emphasis on comprehension, resulting in cumulative learning gaps.

★ = Priority

School Processes & Programs

Summary

At Parmer Park Academy, instructional leaders are strategically aligned to support specific content areas—such as Math, English Language Arts (ELA), and Direct Instruction (DI)—allowing for focused, subject-specific coaching. A core component of instructional support is the use of IDEA Public Schools' Guideposts for Excellent Teaching (G.E.T.) rubric. This rubric provides a clear, objective framework for evaluating and developing teaching practices. When used consistently in coaching cycles, it strengthens the partnership between teachers and instructional leaders, guiding professional growth and ensuring alignment to high instructional standards. Teachers receive actionable feedback based on the rubric, which promotes instructional clarity, reinforces effective practices, and accelerates teacher development.

Strengths

IDEA Parmer Park currently has a student persistence rate of 84%, exceeding the campus goal of 70%. Student attendance has also improved, increasing by 2 percentage points from 91.2% in 2023–2024 to 93.12% in the current school year. These gains reflect a growing sense of student engagement and satisfaction with the campus experience.

Classroom instruction at IDEA Parmer Park is enriched through a blend of rigorous academics and real-world experiences, such as field lessons and university campus visits. These experiences expand students' understanding of their future, their communities, and the world. Additionally, the school's 1:1 technology program enhances learning through adaptive math and literacy software tailored to individual needs, and students benefit from access to a digital library with hundreds of thousands of books. This comprehensive model—combining curriculum, technology, and experiential learning—ensures students are mastering academic content while also developing into informed, future-ready citizens.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	While staff retention improved significantly this year, some staff members still report challenges with workload, communication, or role clarity, which can impact long-term satisfaction and sustainability.	Rapid campus growth and evolving systems have led to inconsistent communication structures and unclear expectations for some roles, particularly for new or support staff.
2	Although only one out of seven new hires is not returning, not all new staff members felt fully supported during onboarding and their first year of teaching.	The current onboarding process lacks sufficient follow-up coaching and differentiated support throughout the school year, especially for first-year or novice teachers.

★ = Priority

Perceptions

Summary

IDEA Parmer Park Academy is a racially diverse campus serving a predominantly economically disadvantaged student population (82.37%). While student enrollment has increased and student persistence is strong, consistent family engagement remains an area for growth. Communication gaps from staff to families, especially in the first half of the year, contributed to limited parent and guardian involvement in school events and planning opportunities. Though participation improved toward the end of the year during community-facing events like field day, these improvements were not the result of a systematic or strategic outreach approach.

In addition to family engagement challenges, staff attendance has presented operational barriers. In March, the campus averaged four teacher absences across 15 instructional days, and in April, the average was three absences over 20 instructional days. Frequent staff absences can impact instructional consistency and the overall perception of stability within the school.

Strengths

For the 2024–2025 academic year, IDEA Parmer Park Academy has achieved 100% retention of its Assistant Principal of Instruction (API) team, ensuring continuity in instructional leadership and strategic planning. Additionally, overall staff retention has grown significantly—rising by 21.78 percentage points from 63.83% to 90%—marking a major improvement in staff satisfaction, stability, and workplace culture. These gains reflect the campus's focused efforts to foster a supportive, collaborative, and mission-aligned work environment that promotes team cohesion and long-term success.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Only 33% of staff believe that students and parents would rate the school's services as "excellent," indicating concerns around the perceived quality of service and stakeholder satisfaction.	There is a lack of consistent two-way feedback systems between the school and families, limiting the school's ability to address concerns, highlight positive experiences, and build strong trust with the community.
2	Only 29% of staff report that IDEA is a mentally and emotionally healthy place to work, pointing to issues related to staff well-being and workplace culture.	Staff wellness initiatives are not systematically embedded into the campus calendar or culture, and there is limited protected time for reflection, recovery, and open dialogue around workload and emotional health.

★ = Priority

Goals

Goal 1

IDEA Parmer Park Academy increases the Accountability rating received in 2024- 2025 by 10 points in the 2025-2026 school year.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

IDEA Parmer Park Academy third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 25% to 40% in Spring 2024 (HB3)

Evaluation Data Source: STAAR Scores, Benchmarks

Strategy 1

API's real time coach and tight loop coach with fidelity

Strategy's Expected Result/Impact: Increased teacher proficiency

Staff Responsible for Monitoring: Instructional Leaders

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2

☑ **High Priority**

IDEA Parmer Park Academy will achieve a raw score of 80 in Domain 2 as measured by the STAAR testing

Evaluation Data Source: STAAR

Strategy 1

Train teachers in best DDI practices

Strategy's Expected Result/Impact: Teachers use data to adjust instruction to improve student achievement outcomes

Staff Responsible for Monitoring: Instructional Leaders

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November | March | July

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

IDEA Parmer Park 45% of SPED Students attain approaches in STAAR by June 2026 (TEC 11.253(d)(2))

Evaluation Data Source: STAAR, Benchmarks

Strategy 1

Students receive minutes from the beginning of the year.

Strategy's Expected Result/Impact: SPED student receive legally required minutes

Staff Responsible for Monitoring: SPED teachers, Instructional Leaders, HQ Support

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November | March | July

Goal 2 IDEA Parmer Park Academy increases student persistence by 10% in the 2025-2026 school year.

Performance Objective 1 ☑ High Priority

IDEA Parmer Park receives a score of proficient or higher on the campus safety scorecard for the 2025-2026 school year (TEC 11.253(d)(8))

Evaluation Data Source: Scorecard PowerBI

Strategy 1

Maintain fidelity to safety processes and operating mechanisms

Strategy's Expected Result/Impact: Safety is top priority

Staff Responsible for Monitoring: Principals, APOs, staff members.

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 2 ☑ High Priority

IDEA Parmer Park 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 in the 2025-2026 school year. (TEC 11.253(d)(9))

Evaluation Data Source: Crate Dashboard

Strategy 1

Plan and advertise required events at least a month in advance

Strategy's Expected Result/Impact: Strong attendance outcomes from families

Staff Responsible for Monitoring: Principals APOS and SC

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November | March | July

Performance Objective 3 ☑ High Priority

IDEA Parmer Park Academy will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar in the 2025-2026 school year. (TEC 11.253(d)(8))

Evaluation Data Source: BOY Dashboard

Strategy 1

Complete curriculum as part of onboarding students

Strategy's Expected Result/Impact: students are well versed in curriculum before BOY

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November | March | July

Goal 3 IDEA Parmer Park Academy increases student daily attendance by 1% in the 2025-2026 school year.

Performance Objective 1 ☑ High Priority

IDEA Parmer Park Academy will have 70% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1,400. (TEC 11.253(d)(10))

Evaluation Data Source: Dashboard

Strategy 1

100% of students have access to IHT working devices

Strategy's Expected Result/Impact: 70% of students meet their to IHT goal.

Staff Responsible for Monitoring: PE Coach, Instructional Leaders

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 2 ☑ High Priority

IDEA Parmer Park will decrease chronic absenteeism from a 20.91% to less than 17% in the 25-26 school year.

Evaluation Data Source: ADA Dashboard

Strategy 1

Instructional Leaders use the ADA matrix with fidelity.

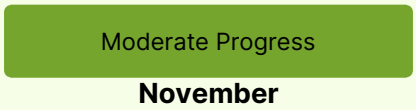
Strategy's Expected Result/Impact: Decrease CA data

Staff Responsible for Monitoring: Campus Staff, Instructional Leaders

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 3

IDEA Parmer Park Academy will have 70% of students from Kinder- 2nd Grade meet their DIBELS growth goal.

Evaluation Data Source: DIBELS Data

Strategy 1

Instructional Leaders celebrate students based on growth, leaders monitor progress monitoring and complete with fidelity.

Formative Reviews



Goal 4 IDEA Parmer Park Academy increases new staff retention by 10% in the 2025-2026 school year.

Performance Objective 1

100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-2026 school year.

Evaluation Data Source: Cornerstone reports

Strategy 1

Complete SDC together as a campus

Strategy's Expected Result/Impact: Everyone completes it accurately and receives support

Staff Responsible for Monitoring: Staff members, Instructional Leaders

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2 ☑ High Priority

IDEA Parmer Park retains 90% of the NTI staff for all teacher positions throughout the 2025-2026 school year.

Evaluation Data Source: AEES data, EOY staff retention

Strategy 1

Provide strong onboarding experience for new hires

Strategy's Expected Result/Impact: Teachers feel supported and become invested in their development

Staff Responsible for Monitoring: Instructional Leaders

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Goal 5 Increase student enrollment PTG in the 2025-2026 school year.

Performance Objective 1 ☑ High Priority

IDEA Parmer Park retains 80% student persistence for the 2025-2026 school year.

Evaluation Data Source: Persistence data/powerschool data

Strategy 1

Student of the week panther run happens 100% during the 2025-2026 school year.

Strategy's Expected Result/Impact: Retain students

Staff Responsible for Monitoring: Instructional Leaders, staff members.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Parent weekly is sent on Fridays 100% during the 2025-2026 school year.

Strategy's Expected Result/Impact: Retain students

Staff Responsible for Monitoring: Instructional Leaders,, Teachers

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November **March** **July**

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ABIGAIL CORTES	COTEACHER	School-wide Program	1
JULISSA LOPEZ	COTEACHER	School-wide Program	1
KRISTINE Elizabeth POLANCO	TEACHER - INTERVENTIONIST	School-wide Program	1
MARIAN MERAZ	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1

IDEA Public Schools

Parmer Park College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:16 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

Perceptions 9

Goals 11

Goal 1 : Decrease chronic absenteeism by 7%. 12

Goal 2 : Decrease the historical percentage of students matriculating to a 2 year college 13

Goal 3 : Increase new student persistence by 10%. 14

Goal 4 : Decrease midyear teacher leavers by 25%. 16

Goal 5 : Increase Accountability performance score by 2 points for the 25-26 school year. 17

Title I Summary 18

Title I Personnel 19

Comprehensive Needs Assessment

Demographics

Summary

During our discussion, we examined the demographic landscape of IDEA Parmer Park and explored current strengths, weaknesses, and actionable solutions to better support our diverse student population. The identified strengths included cultural diversity, staff representation, and foundational inclusivity. Some key weaknesses included Emergent Bilingual (EB) student support, student leavers among Black students, and support for Arab students. Our proposed solutions include launch student affinity groups, student-led heritage celebrations, cultural features in communication.

Strengths

1. Comparatively, IDEA Parmer Park is culturally diverse.

2. Staff diversity mirrors student diversity.

3. We have an okay culture of inclusivity

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	There is little to no growth year after year in the language acquisition of our EB scholars.	We have too many EB scholars with no support and staff are not trained in EB strategies.
2	A lot of our student leavers are our Black students.	Lack of inclusion and an increase in microagressions with a lack of student accountability from leadership.
3	A lot of our Arab students are not feeling supported/ understood.	There is a lack of representation, inclusion, and awareness of cultural norms including times for fasting, a variety of food that is of equal quality, and prayer time awareness.

★ = Priority

Student Learning

Summary

Student academic readiness is a critical concern across multiple areas. Low proficiency rates in ELA and Math indicate a focus on growth over mastery. In AP courses, a lack of targeted coaching has resulted in underperformance. Additionally, Emergent Bilingual students are struggling with large-scale assessments due to the absence of structured intervention systems and foundational reading support.

Strengths

1. 91% of students met their growth goals in ELA and Math Mocks before STAAR.
2. Over 75% of teachers are level 3-5 teachers.
3. Over 65% of students have met TELPAS goals.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students aren't college-ready. Currently, only 41% of students are at Meets in ELA and 42% are at Meets in Math on MOCK STAAR.	Instructional focus has been on growth rather than proficiency, as many students are significantly below grade level.
2	In AP courses, over 50% of students are off track, scoring an average of 3s on AP exams across all grade levels. Based on MOCK results, we have a high number of students averaging 2s.	There has been inconsistent coaching from administration to the teachers assigned to AP courses. This area was not prioritized.
3	EB students (Emergent Bilingual) are frequently large-scale assessments like Semester Exams and MOCK Exams.	There are no clear systems or classes in place for intervention or foundational reading skills. We only have materials.

★ = Priority

Perceptions

Summary

We feel that Parmer Park College Prep is a relatively safe school. The school can take more preventative actions to make the school safer. This includes staff and family surveys.

Strengths

1. Staff retention – more staff have remained than in previous years

2. Stakeholder relationships – the relationship between staff, students and families has improved from last year. This has helped with retention and persistence.

3. Better systems are in place for behavior.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	School isn't secure enough.	There is a lack of a comprehensive safety infrastructure plan, including inadequate staffing, inconsistent enforcement of safety protocols, and unclear expectations around student compliance (e.g., backpack policy).
2	Rolling enrollment has lead to negative impacts.	There is no standardized, system-wide process for integrating mid-year enrollees into academic routines, behavioral expectations, or social-emotional support systems. This causes students to fall behind both academically and culturally.
3	Our enrollment numbers are lower than needed.	There are barriers preventing families from enrolling and remaining at the school, including limited access to transportation and insufficient outreach or support for high-need families. These gaps reduce both initial enrollment and long-term persistence.

★ = Priority

Goals

Goal 1 Decrease chronic absenteeism by 7%.

Performance Objective 1

15% or fewer students will be chronically absent by end of semester 1.

Strategy 1

Lead Team members and teachers will consistently hold meetings according to the ADA matrix system.

Strategy's Expected Result/Impact: Students, families and teachers are informed about and invested in student attendance

Staff Responsible for Monitoring: APO

Formative Reviews

November	March	July
Some Progress		

Strategy 2

ADA team consistently meets at 9:00 daily for ADA huddle.

Strategy's Expected Result/Impact: ADA huddle identifies the most important action items for the lead team to drive chronically absent students.

Staff Responsible for Monitoring: APO

Formative Reviews

November	March	July
Moderate Progress		

Goal 2 Decrease the historical percentage of students matriculating to a 2 year college

Performance Objective 1

Fewer than 20% of students choose to matriculate to a 2 year college.

Strategy 1

Host a targeted family meeting with students to explain the benefits of a 4 versus a 2 year college.

Strategy's Expected Result/Impact: Families will gain knowledge about the benefits for a 4 year university.

Staff Responsible for Monitoring: Director of College Counseling

Formative Reviews

No Progress

November **March** **July**

Performance Objective 2

Increase average ACT scores for Juniors and Seniors by 1.0 pts.

Strategy 1

5 cross-curricular lessons to support ACT strategies and performance

Strategy's Expected Result/Impact: This will increase investment and ownership of the ACT goal within the region.

Staff Responsible for Monitoring: Director of College Counselor and College Counselor

Formative Reviews

Some Progress

November **March** **July**

Goal 3 Increase new student persistence by 10%.

Performance Objective 1

Anti-buillying and anti-violence programming is implemented in the first quarter of the school year.

Strategy 1

PBIS points, consequences, and incentives will be used to support our lessons

Strategy's Expected Result/Impact: This will increase student investment and lead to a more positive culture.

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Our campus crisis team meets deadlines for drills and meetings to provide a safe experience for our new students.

Strategy's Expected Result/Impact: Campus Crisis team will remain prepared and the campus will be safe for the

Staff Responsible for Monitoring: Crisis Team API

Formative Reviews

November	March	July
Considerable Progress		

Performance Objective 2

Host quarterly family nights to increase parent involvement

Strategy 1

Proactively share the yearlong family even calendar in the Parent Weekly each week.

Formative Reviews

November	March	July
Some Progress		

Goal 4 Decrease midyear teacher leavers by 25%.

Performance Objective 1

Implement effective new teacher onboarding plans by Day 1 of the school year.

Strategy 1

New teachers participate in differentiated Monday PD

Strategy's Expected Result/Impact: New teacher

Formative Reviews

No Progress

November **March** **July**

Strategy 2

New teachers gain Big 9 proficiency in the first month of school

Strategy's Expected Result/Impact: New teachers gain proficiency and confidence early in the year. This makes for a more successful start toe the year and their time at IDEA.

Staff Responsible for Monitoring: Assistant Principals of Instruction

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 2

80% of teachers proficient in the Big 9 Labor Day

Goal 5 Increase Accountability performance score by 2 points for the 25-26 school year.

Performance Objective 1

7th grade math will reach a 55 Student achievement score.

Strategy 1

Math API will lead priority classroom observations for 7th grade math.

Formative Reviews

Considerable Progress

November | March | July

Strategy 2

7th grade students will set and track goals starting the 6th week of school

Strategy's Expected Result/Impact: Students will gain investment in their goals.

Staff Responsible for Monitoring: Math Assistant Principal of Instruction.

Formative Reviews

Moderate Progress

November | March | July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
CLAUDIA Flor RAZO	TEACHER - INTERVENTIONIST	School-wide Program	1
JASON DOUGLAS BOYLE	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Pflugerville Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:16 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Priority Problem Statements 4

Goals 6

Goal 1 : Increase student achievement and close learning gaps across all grade levels an... 7

Goal 2 : Improve persistence of kindergarteners 11

Goal 3 : Reduce chronic absenteeism 13

Goal 4 : Increase staff retention in priority courses 15

Goal 5 : Increase enrollment 17

Title I Summary 19

Title I Personnel 20

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Despite the use of a differentiated curriculum, many K-2 students are not reading on grade level, indicating gaps in foundational literacy instruction, early intervention, and consistent progress monitoring.	Inconsistent implementation of foundational literacy practices, including phonemic awareness, phonics, and guided reading, as well as limited teacher capacity in delivering targeted interventions and using data to inform instruction.
2 ★	There is a lack of consistent and effective communication from the school to parents regarding student behavior, academics, and other important updates, which hinders family engagement and support for student success.	The root cause is the absence of a clear, consistent communication system and protocols, combined with limited staff training and time constraints, resulting in irregular and fragmented information sharing with parents about behavior, academics, and other important matters.
3 ★	A large number of English learners are not receiving adequate support due to limited resources and insufficient teacher training in effective language development strategies, leading to unmet academic and linguistic needs.	Lack of systemic structures and training to support English learners, including insufficient professional development for teachers, limited access to specialized instructional materials, and unclear communication with families about the nature of English-only instruction and available language support services.
4 ★	Many students are not identified for special programs (SPED, 504, EB) before the first day of school, resulting in delayed access to necessary supports and services that impact their academic success and well-being.	Insufficient early outreach and engagement with families to gather necessary background and documentation.

★ = Priority

Goals

Goal 1 Increase student achievement and close learning gaps across all grade levels and content areas

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

At least 80% of high priority students will meet or exceed their expected growth target in Domain 3 (Closing the Gaps), as measured by state accountability standards, contributing to an overall A rating for the campus.

Evaluation Data Source: STAAR scores

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Implement ongoing analysis of student performance data to drive instructional planning and provide differentiated supports, with targeted interventions for emergent bilingual and special education students, to strengthen language development and accelerate academic achievement.

Strategy's Expected Result/Impact: The expected result is improved student growth and achievement, with more students--especially emergent bilinguals--making measurable progress in math, leading to higher percentages meeting or exceeding Domain 3 growth targets on the STAAR exam.

Staff Responsible for Monitoring: Homeroom Teachers

Problem Statements: Demographics 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Implement the Multi-Tiered System of Supports (MTSS) framework with fidelity to deliver tiered academic, behavioral, and social-emotional interventions that meet diverse student needs and ensure timely escalation of supports for students requiring intensive assistance.

Strategy's Expected Result/Impact: The expected result is improved student growth and achievement, with more students--especially emergent bilinguals--making measurable progress, leading to higher percentages meeting or exceeding Domain 3 growth targets on the STAAR exam.

Staff Responsible for Monitoring: Teachers, APIs, and Principal

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Campus leaders will model high-impact instructional practices through Real Time Coaching, providing teachers with clear, actionable demonstrations of effective strategies to strengthen classroom instruction and improve student outcomes.

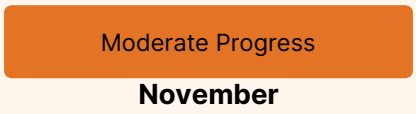
Strategy's Expected Result/Impact: By showing what excellence looks like in real-time, we equip teachers with practical tools they can immediately replicate, ensuring coaching leads to visible changes in classroom instruction and stronger student outcomes.

Staff Responsible for Monitoring: Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews



Strategy 4

Teachers will implement an 80/20 student discourse model during core instruction, ensuring that at least 80% of classroom talk is student-driven and incorporates academic vocabulary. This will be evidenced through weekly walkthrough data, lesson observations, and student work samples, resulting in a measurable increase in student mastery of TEKS-aligned rigorous tasks (as shown in interim assessments and STAAR results).

Strategy's Expected Result/Impact: Implementing the 80/20 discourse model will shift classroom culture from teacher-led delivery to student-driven learning, ensuring that students not only master grade-level standards but also develop the critical thinking, communication, and problem-solving skills necessary for long-term academic success. This focus on rigorous discourse will build independence, improve language acquisition for English learners, and strengthen equity of voice in every classroom.

Staff Responsible for Monitoring: Classroom teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	A large number of English learners are not receiving adequate support due to limited resources and insufficient teacher training in effective language development strategies, leading to unmet academic and linguistic needs.	Lack of systemic structures and training to support English learners, including insufficient professional development for teachers, limited access to specialized instructional materials, and unclear communication with families about the nature of English-only instruction and available language support services.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Many students are not identified for special programs (SPED, 504, EB) before the first day of school, resulting in delayed access to necessary supports and services that impact their academic success and well-being.	Insufficient early outreach and engagement with families to gather necessary background and documentation.

Performance Objective 2

At least 56% of students in Grades 3-5 will achieve Meets Grade Level or above on STAAR Reading and Math, ensuring the campus earns an A rating in Domain 1 and overall A rating by TEA accountability standards.

Evaluation Data Source: STAAR Reading 3-5

STAAR Math 3-5

TEA Accountability Reports

Strategy 1

Implement weekly data-driven instruction cycles in Reading and Math for Grades 3-5, including lesson internalization, reteach planning, and student work analysis to ensure alignment to STAAR rigor and mastery of TEKS-aligned tasks. Teachers will use interim assessment data and exit-ticket trends to plan targeted reteach and enrichment, ensuring students demonstrate mastery at the Meets level or above.

Strategy's Expected Result/Impact: Increased alignment to STAAR rigor, resulting in more students performing at Meets or above on interim assessments and STAAR, contributing to an A campus rating.

Staff Responsible for Monitoring: APIs, Principal, 3-5 Teachers

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Execute a campuswide STAAR-aligned rigor initiative in Grades 3-5 that includes daily use of high-quality curriculum, real-time coaching cycles, and weekly student discourse checkpoints to ensure students engage in grade-level academic language and complex problem-solving. Evidence will include walkthrough data, student work samples, and interim assessment mastery.

Strategy's Expected Result/Impact: Increased student mastery of grade-level content and higher rates of Meets on STAAR Reading and Math, contributing to an A rating in Domain 1 and overall accountability.

Staff Responsible for Monitoring: Principal, APIs, Classroom Teachers

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Goal 2 Improve persistence of kindergarteners

Performance Objective 1

Kindergarten to 1st persistence improves by 5% YoY

Evaluation Data Source: Persistence dashboard

Strategy 1

SC monitors a mission list of kindergarteners and assigns a portfolio of students to each school leader

Strategy's Expected Result/Impact: A greater % of 1st graders will be in their 2nd year of IDEA's program

Staff Responsible for Monitoring: School Counselor

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Host a bilingual Kindergarten "Welcome & Routines" Open House within the first 20 instructional days to build belonging, clarify expectations, and remove barriers to persistence.

Strategy's Expected Result/Impact: By hosting a bilingual Kindergarten "Welcome & Routines" Open House within the first 20 instructional days, we expect at least 85% of K families to attend, As a result, six-week Kindergarten persistence will improve by [?]3 percentage points versus baseline, early withdrawals will decline by [?]25%, and K ADA will increase by 0.5-1.0 percentage points in the first grading period--contributing to a [?]5 percentage-point year-over-year gain in overall Kindergarten persistence.

Staff Responsible for Monitoring: Kindergarten Teachers, API of K, Counselor, Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Accomplished		

Strategy 3

Implement a bilingual, two-way monthly touchpoint for 100% of Kindergarten families to strengthen belonging, surface barriers early, and sustain persistence.

Strategy's Expected Result/Impact: Implementing a bilingual, two-way monthly touchpoint with 100% of Kindergarten families will strengthen belonging, surface and resolve barriers early, and measurably improve persistence. We expect [?]98% contact completion and [?]75% family reply rates each month, [?]80% of barriers resolved within five school days, a 20-25% reduction in early withdrawals by the end of the first nine weeks, a +0.5-1.0 pp increase in Kindergarten ADA, and a [?]5 pp year-over-year gain in overall Kindergarten persistence.

Staff Responsible for Monitoring: Kindergarten teachers, API of K, Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Accomplished

November	March	July

Goal 3 Reduce chronic absenteeism

Performance Objective 1

100% of MTSS Tier 2 students receive a documented chronic absenteeism meeting with a school leader

Evaluation Data Source: MTSS data

Strategy 1

Guarantee a documented leader conference for 100% of MTSS Tier 2 students within five school days of identification by using existing systems (MTSS notes, ADA Huddle dashboard, Remind/ Dojo threads, and SIS).

Strategy's Expected Result/Impact: Implementing the weekly Tier 2 chronic absenteeism conference cycle--using MTSS notes, the ADA Huddle dashboard, and Remind/Dojo--will result in 100% of identified Tier 2 students receiving a documented leader conference within five school days of identification. At least 80% of Tier 2 students will improve to 92.5% ADA within four weeks of the conference; unexcused absences among Tier 2 will decline by [?]25% within nine weeks; and the campus chronic absenteeism rate will decrease by [?]2 percentage points by the end of Semester 1 and 4 percentage points by end of year.

Staff Responsible for Monitoring: Principal and APO

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 2

80% of students meet their MVPA goal of 900 minutes tracked through IHT monitors in P.E.

Evaluation Data Source: IHT minutes

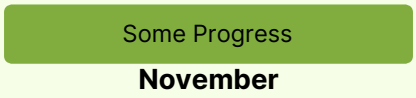
Strategy 1

API managing PE will monitor and manage MVPA minutes throughout the year

Strategy's Expected Result/Impact: Increased fitness and fun

Staff Responsible for Monitoring: API

Formative Reviews



Performance Objective 3

By September 8, 2025, the Lead Team will run a 10-minute daily ADA Huddle (8:30 a.m. each instructional day) to review attendance data, assign an owner + due date for every flagged student, and implement targeted interventions--achieving 100% huddle completion, 100% same-day family outreach for flagged students (documented in the ADA tracker/Remind), 20% same-day salvage of the morning "not present" list before the ADA snapshot, and a 3-4 pp reduction in chronic absenteeism with a +0.5-1.0 pp increase in daily ADA.

Evaluation Data Source: Daily ADA huddles will consistently take place with full lead team participation, evidenced by huddle agendas and notes.
Attendance interventions (parent calls, ADA buddy check-ins, home visits, incentives) will be tracked and completed with fidelity.
Monthly campus chronic absenteeism tracker will show a steady decrease, with the campus meeting or exceeding the 1.5% reduction goal by May 2026.
Grade-level teams will be able to identify and proactively support at-risk students before they reach the chronic absentee threshold (10% of instructional days).

Strategy 1

Operationalize a 10-minute, leader-led ADA huddle every instructional day that turns data into immediate action--assigning owners, contacting families the same day, and deploying targeted, low-lift interventions.

Strategy's Expected Result/Impact: Implementing the Daily ADA Huddle + Same-Day Outreach Cycle will turn real-time data into immediate action, yielding 100% huddle completion by 8:45 a.m., 100% same-day family contact logged for every flagged student, and a [?]20% same-day salvage rate of the morning "not present" list within 4-6 weeks. Campuswide, daily ADA will rise +0.5-1.0 percentage points (with noticeable gains on Mondays/Fridays), Tier 2 cases will reach a leader conference within [?]5 school days, and unexcused absences among Tier 2 will decline by [?]25%. By end of semester, chronic absenteeism will decrease 2-3 percentage points, culminating in a 3-4 percentage-point reduction by year's end.

Staff Responsible for Monitoring: Principal, APO, APIs, Counselor

Formative Reviews



Goal 4 Increase staff retention in priority courses

Performance Objective 1

85% of STAAR course teachers are retained and return for SY 26/27

Evaluation Data Source: Staff retention dashboard
Pulse checks

Strategy 1

Retain 85% of STAAR-course teachers for SY26-27 by delivering targeted training, high-frequency coaching, and visible investment in time, tools, and career growth

Strategy's Expected Result/Impact: Implementing the Train * Coach * Invest framework will measurably improve STAAR-teacher skill, support, and commitment, leading to stronger retention and instructional continuity. By December, 100% of teachers will have completed Boot Camp/onramp with [?]95% PLC sprint attendance; by January, [?]90% of biweekly coaching cycles will be completed with a teacher "usefulness" rating of [?]4.2/5, and protected-planning breaches will average [?]1 per teacher per month. These conditions will drive an intent-to-return [?]88% by April 15 and culminate in [?]85% end-of-year retention of STAAR-course teachers for SY26-27, preserving expertise in tested courses and reducing costly vacancies and onboarding time.

Staff Responsible for Monitoring: APIs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November	March	July

Strategy 2

Retain 85% of STAAR-course teachers for SY26-27 by celebrating daily wins and making the Teacher Career Pathway (TCP) Levels 1-5 and the Teacher Benefit Plan visible, fair, and attainable--so every teacher knows their current level, the next step, and the benefits tied to progression

Strategy's Expected Result/Impact: Implementing the Celebrate & Win + TCP Benefit Alignment system will create a visible, fair culture of recognition and career growth that measurably boosts retention. By October, 100% of teachers will have received [?]1 public + [?]1 private recognition each month, with staff pulse ratings of "I feel recognized" [?]4.2/5; by January, [?]95% will report clear understanding of their TCP level and next steps ([?]4.2/5). Across the year, [?]60% of eligible teachers will advance at least one TCP milestone, peer kudos participation will remain [?]75% weekly, and coverage breaches of protected planning will average [?]1 per teacher/month. These conditions lead to intent-to-return [?]88% by April 15 and STAAR-teacher retention [?]85% EOY for SY26-27, reducing vacancies and preserving instructional continuity in tested courses.

Formative Reviews

November	March	July
Some Progress		

Goal 5 Increase enrollment

Performance Objective 1

During the 2025-26 school year, the campus will strengthen recruitment, onboarding, and family persistence systems to support healthy enrollment growth and long-term student commitment to IDEA Pflugerville Academy.

Evaluation Data Source: Enrollment data

Strategy 1

Implement a structured 30/60/90-day onboarding cycle and family-belonging touchpoints for all new and returning families, including welcome communication, teacher check-ins, leadership outreach, and family engagement opportunities to build early connection and commitment to IDEA Pflugerville Academy.

Strategy's Expected Result/Impact: Families feel welcomed, informed, and connected to the school community

Increased early-year family engagement participation

Reduction in early withdrawals among new-to-campus students

Contributes to achieving 93%+ overall persistence and +5% Kinder-1st persistence YoY

Staff Responsible for Monitoring: Principal

Assistant Principal of Operations (APO)

Assistant Principals of Instruction (APIs)

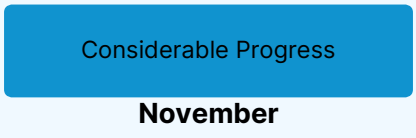
Registrar & Enrollment Coordinator

Counselor

Grade-Level Team Leads

Classroom Teachers

Formative Reviews



Strategy 2

Establish weekly enrollment and persistence huddles to review student enrollment progress,

monitor potential withdrawal indicators, respond to family needs, and coordinate proactive outreach and retention actions in partnership with teachers, operations, and leadership.

Strategy's Expected Result/Impact: Proactive identification and support for students/families at risk of withdrawal

Improved response time and follow-through on family needs or concerns

Ongoing enrollment growth from baseline and maintenance of ~95% fill in Grades 1-5 and 80%+ in Kinder by mid-year

Increased clarity and alignment across staff supporting enrollment, attendance, and persistence work

Staff Responsible for Monitoring: Principal

APO (Lead)

API team

Registrar

Attendance Clerk

Grade-Level Team Leads

Formative Reviews

Accomplished

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
AMANDA PENA	TEACHER - INTERVENTIONIST	School-wide Program	1
ANNA IMRAN MEMON	COTEACHER	School-wide Program	1
JAKOBE DEON JACKSON	COTEACHER	School-wide Program	1
KELLSIE QUYNNSHIRA NOEL HOLLINS	COTEACHER	School-wide Program	1
MARILU SANCHEZ	COTEACHER	School-wide Program	1
NORMA P SANCHEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1

IDEA Public Schools

Pflugerville College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:17 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Goals 16

Goal 1 : Decrease chronic absenteeism. 17

Goal 2 : Increase percent of students earning "approaches" on STAAR tests across all su... 20

Goal 3 : Increase student persistence. 25

Goal 4 : Increase ACT Average. 30

Goal 5 : Improve targeted AAES statements. 32

Title I Summary 36

Title I Personnel 37

Comprehensive Needs Assessment

Demographics

Summary

At IDEA Pflugerville College Prep, all students take AP courses starting in ninth grade. We have improved our teacher retention year over year. Attendance data (ADA) is slightly improved from last year, but cohort-to-cohort comparisons indicate a decline, though 11th and 12th-grade attendance has improved. All of our students will graduate from high school. Persistence among new students is rising—except for 6th and 7th grades, but 6th and 7th grade have our highest attendance rates. Our campus strengths include strong and improving MS STAAR performance, student-to-staff relationships, chronic absenteeism improvement, and a supportive environment for EB students, with staff often speaking Spanish and fostering comfort with home languages. The root causes of challenges appear to include inconsistent parental engagement, discipline follow-through, unclear referral categories in PBIS, and issues like cell phones contributing to tardies. Additional concerns include onboarding difficulties for new students, the achievement of our student with individual education plans, and data declines linked to MS students leaving before they reach high school.

Strengths

IDEA Pflugerville College Prep has the following strengths:

- **Strong performance of EBs** - Middle school STAAR performance is not only strong but also showing improvement, indicating effective instruction and academic growth at that level.
- **Strong performance in Middle School -** The EB population, which is the largest subgroup, is performing well. Students feel comfortable using their home language, and staff either speak Spanish or are willing to try, creating an inclusive and supportive environment.
- **Positive Student-Adult Relationships -** Students reportedly have trusted adults they can go to, which suggests a strong sense of connection and emotional safety on campus.
- **Improvement in Chronic Absenteeism -** There has been noticeable progress in reducing chronic absenteeism, with the campus surpassing our campus-specific goal; attendance is a key indicator of student engagement

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	There is a lack of buy in to school rules and procedures from students and parents. (e.g. discipline, arrival/drop off procedures, hallway behavior)	There is an initial reluctance to participate with rules and procedures from students and parents and a ;ack of consistency from school and staff about implementation of procedures throughout the year.
2	New students are having trouble getting acclimated to different expectations, academic and behaviorally, at IDEA, and may need additional support as evidenced by lower than entire-cohort persistence.	Teachers struggle to onboard new students academically when prioritizing getting through content and deadlines .

★ = Priority

Student Learning

Summary

This year, our students have continued to grow and learn in meaningful ways. As we look at their performance across key assessments, we're proud of the progress made and are focused on supporting every student's success.

Advanced Placement (AP) Exams
This year, 72 AP exams were taken by our students. These college-level courses are rigorous, and while 18% of exams earned a passing score, the average score was 1.66. We're proud of the students who challenged themselves with AP coursework, and we're committed to providing even more support to help students succeed in these demanding classes.

Mock STAAR & End-of-Course (EOC) Exams
To help prepare students for next year's state tests, we gave practice exams across reading, math, science, and social studies. These results give us a helpful snapshot of how our students are doing and where we can focus our efforts to help them grow even more.

- **Middle School Reading**: Students in grades 6–8 showed strong performance at the Approaches level, especially in 8th grade (90%). We're working on helping more students reach the higher "Meets" and "Masters" levels.
- **English I & II**: Students are building their skills, and we're focusing on increasing the number of students who are fully on grade level or above.
- **Math**: Algebra I was a bright spot, with 88% of students reaching the Approaches level and 30% reaching Masters.
- **Science & Social Studies**: Students are showing promise, especially in 8th grade social studies, and we're excited to build on this momentum.

ACT Results
Many of our high school students took the ACT, a college entrance exam. The Class of 2025 had an average score of 17.3, and the Classes of 2026 and 2027 averaged 15.97 and 16.55. We are using this data to better prepare students for college exams through more targeted practice and academic support.

Strengths

This past school year, our campus saw tremendous academic growth and success across multiple grade levels and subject areas:

- **Middle School Humanities Success**: Our middle school students showed outstanding progress on their mock Social Studies, Reading and English Language Arts exams. This growth reflects the dedication of our teachers and the hard work our students put in every day. We're incredibly proud of the strides they've made in literacy and critical thinking.
- **Algebra I Achievement**: Our Algebra I students made significant year-over-year gains. Their performance reflects both strong instruction and a deepening understanding of foundational math skills that prepare them for success in high school and beyond.
- **College Readiness Milestone**: One of the most exciting achievements of the year came from our founding senior class. Nearly 100% of our seniors earned exemptions from remedial college coursework through their performance on the Texas Success Initiative (TSI) assessment. This means they are entering college ready to take credit-bearing courses, which is a major step toward college persistence and graduation.

These accomplishments are a testament to our students' resilience, our educators' commitment, and our families' ongoing partnership. We are so proud of all we've achieved together and look forward to building on this momentum in the coming year!

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	STAAR tested EOCs in high school are performing significantly below district, especially when compared with middle school humanities data (which is on par/above district average).	1. The jump from 8th to 9th grade is too large in terms of rigor and test prep. There is a lack of communication between 8th and 9th grade teachers. 2. High performing students in 8th grade withdraw to other schools; incoming freshmen are often unprepared.
2 ★	We have low AP passing rates (about 20%).	1. Lack of cross-content vocabulary and writing practices create a gap in academic progress/abilities on AP exams. 2. First year being full scale, new teachers teaching new contents in a new district. Lack of data analysis/ownership of data.

★ = Priority

School Processes & Programs

Summary

IDEA Pflugerville needs to address enforcement of expectations and lack of proactive staff support by strengthening behavior systems, providing targeted PD, and improving communication and feedback structures. The data used for school process & programs campus needs assessment focused on the AEES survey, and Guidepost overall rating. On the AAES, our staff only had 54% agreement on the statement that "Our leadership team makes their expectations clear" which fell 17% below district. Our team then looked at "students and parents would rate our services as excellent," which was a percentage of 46% agreement, which fell below district by 9%. Lastly, our campus, there is 49% of the staff at level 3 or above in their teacher rating. This percentage of high achieving teachers led to students feeling comfortable to be in class, because they know that learning will be maximize to its potential.

Strengths

1.95% almost 96% staff retention. Why? Based on the latter on the packet. Teachers found their place and community and were able to support one another. Everyone has a mini family! Instructional support was there if teachers asked for it.

2. Teacher rating, 21 level 3 teachers. Great because of financial compensation, open doors. The higher it goes the better it is for our students. Better to attract families and stay at our campus.

3. Families rate our services as excellent has improved from last year.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Lack of equitable and consistent enforcement of school wide expectations.	1). There is a lack of consistent enforcement of hallway expectations, resulting in students missing instructional time. 2). There is a lack of understanding and buy-in among staff regarding expectations and how to enforce them consistently.
2 ★	Staff often feel unsupported due to reactive rather than proactive communication and assistance with both instruction and campus culture needs.	1). There is an absence of clear systems for regularly assessing and addressing staff needs, leading to delays in support. 2). There is an abundance of workload and at times there is a lack of understanding of what to prioritize first.

★ = Priority

Perceptions

Summary

Met twice on May 12th and May 19th to review persistence data from 23-24, persistence data from 24-25, fall 24 and spring 25 student and family survey data, enrollment numbers year over year and average daily attendance. In persistence data we looked at both percentage of students leaving as well as leaver reasons and trends observed. In family and student survey data we looked at fall to spring data and trends, as well as overall and individual grade level data. In enrollment data we talked more about how we have been under enrolled for the last three school year, but were closing the gap this year. In average daily attendance we reviewed year over year trends as well as grade level trends. Looking at the data we ranked low in “I look forward to coming to school” and “I have fun at school” We did score high in teachers care about me and feeling challenged.

Strengths

We had the highest completion rate of family survey in PF CP history, students rated high (88% indicating all of the time/some of the time) on “staff at this school care about me,” parents rated highly on student safety metrics. Students rated 73% that their teachers challenged them in their academics all of the time/most of the time. Parents rated 87% on, “my child is learning every day.” We also saw an 8% increase from fall to spring in the parent question, “I would recommend my child’s school to other families" from 69% to 77% from fall '24 to spring '25.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Students and families perceive that there are not enough electives, athletics or after school clubs for students to participate in, making other schools seem like a better option.	High school messaging is inconsistent, no announcements. We have activities, but it is not messaged consistently to where students and families know everything we offer. Club and celebrations not being held consistently.
2 ★	According to student survey results we scored below district for "I am excited to go to school each day (-3% pts) and "I like learning at my school" (-10% pts).	1. Inconsistent spirit weeks with late messaging, lack of bringing people together, lack of funding for clubs. 2. Lack of consistency

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	There is a lack of buy in to school rules and procedures from students and parents. (e.g. discipline, arrival/drop off procedures, hallway behavior)	There is an initial reluctance to participate with rules and procedures from students and parents and a ;ack of consistency from school and staff about implementation of procedures throughout the year.
2 ★	STAAR tested EOCs in high school are performing significantly below district, especially when compared with middle school humanities data (which is on par/above district average).	1. The jump from 8th to 9th grade is too large in terms of rigor and test prep. There is a lack of communication between 8th and 9th grade teachers. 2. High performing students in 8th grade withdraw to other schools; incoming freshmen are often unprepared.
3 ★	Lack of equitable and consistent enforcement of school wide expectations.	1). There is a lack of consistent enforcement of hallway expectations, resulting in students missing instructional time. 2). There is a lack of understanding and buy-in among staff regarding expectations and how to enforce them consistently.
4 ★	According to student survey results we scored below district for "I am excited to go to school each day (-3% pts) and "I like learning at my school" (-10% pts).	1. Inconsistent spirit weeks with late messaging, lack of bringing people together, lack of funding for clubs. 2. Lack of consistency
5 ★	Staff often feel unsupported due to reactive rather than proactive communication and assistance with both instruction and campus culture needs.	1). There is an absence of clear systems for regularly assessing and addressing staff needs, leading to delays in support. 2). There is an abundance of workload and at times there is a lack of understanding of what to prioritize first.
6 ★	Students and families perceive that there are not enough electives, athletics or after school clubs for students to participate in, making other schools seem like a better option.	High school messaging is inconsistent, no announcements. We have activities, but it is not messaged consistently to where students and families know everything we offer. Club and celebrations not being held consistently.

7 ★	We have low AP passing rates (about 20%).	1. Lack of cross-content vocabulary and writing practices create a gap in academic progress/abilities on AP exams. 2. First year being full scale, new teachers teaching new contents in a new district. Lack of data analysis/ownership of data.

★ = Priority

Goals

Goal 1 Decrease chronic absenteeism.

Performance Objective 1 ☑ High Priority

90% of required ADA Matrix meetings are held within 2 weeks of student falling into prescribed category.

Evaluation Data Source: Campus/district tracker

Strategy 1

Hold daily ADA huddle to determine which students are at each level of the escalation matrix and schedule necessary follow up and/or meetings.

Strategy's Expected Result/Impact: Improved attendance for focus students.

Staff Responsible for Monitoring: APO, API's, SC, CC, DCC, Registrar, Principal

Problem Statements: Student Learning 1

Formative Reviews

Moderate Progress

November	March	July

Strategy 2

Assigned meeting holders report out on PTG for ADA matrix meetings daily during huddles and weekly during tactical.

Staff Responsible for Monitoring: APO, Principal

Problem Statements: Student Learning 1

Formative Reviews

Considerable Progress

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR tested EOCs in high school are performing significantly below district, especially when compared with middle school humanities data (which is on par/ above district average).	1. The jump from 8th to 9th grade is too large in terms of rigor and test prep. There is a lack of communication between 8th and 9th grade teachers. 2. High performing students in 8th grade withdraw to other schools; incoming freshmen are often unprepared.

Performance Objective 2

95%+ of high school teachers take attendance every period.

Evaluation Data Source: Powerschool/SIS

Strategy 1

Registrar provides weekly report on ADA and managers review during weekly manager report meeting. Use meeting time to hold teachers accountable for taking attendance.

Strategy's Expected Result/Impact: Allow grade team leaders and administrators to identify which students are at risk of need Saturday school or summer school to make up seat time. Allow for early detection of this need and thus improved future attendance.

Staff Responsible for Monitoring: APO, Registrar, DCC, teacher managers, principal

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a lack of buy in to school rules and procedures from students and parents. (e.g. discipline, arrival/drop off procedures, hallway behavior)	There is an initial reluctance to participate with rules and procedures from students and parents and a ;ack of consistency from school and staff about implementation of procedures throughout the year.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR tested EOCs in high school are performing significantly below district, especially when compared with middle school humanities data (which is on par/ above district average).	1. The jump from 8th to 9th grade is too large in terms of rigor and test prep. There is a lack of communication between 8th and 9th grade teachers. 2. High performing students in 8th grade withdraw to other schools; incoming freshmen are often unprepared.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Lack of equitable and consistent enforcement of school wide expectations.	1). There is a lack of consistent enforcement of hallway expectations, resulting in students missing instructional time. 2). There is a lack of understanding and buy-in among staff regarding expectations and how to enforce them consistently.

Goal 2 Increase percent of students earning "approaches" on STAAR tests across all subjects and grade levels.

Performance Objective 1 ☑ High Priority

IDEA Pflugerville College Prep will increase campus-wide percent of students earning approaches by 5%

Evaluation Data Source: STAAR EOY Data

Strategy 1

Implement campus wide-writing structure and bi-weekly writing analysis meetings.

Strategy's Expected Result/Impact: Improve student writing practice and habits. Allow teachers and administration to identify trends in student writing, students of focus, and professional development needs.

Staff Responsible for Monitoring: Principal, API's

Problem Statements: Student Learning 1

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 2

Implement Tier 2 vocabulary programming across all grade levels

Strategy's Expected Result/Impact: Improve student access to grade level texts.

Staff Responsible for Monitoring: Content Leads, GTL's, API's, Principals

Problem Statements: Demographics 1 - Student Learning 1, 2

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a lack of buy in to school rules and procedures from students and parents. (e.g. discipline, arrival/drop off procedures, hallway behavior)	There is an initial reluctance to participate with rules and procedures from students and parents and a ;ack of consistency from school and staff about implementation of procedures throughout the year.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR tested EOCs in high school are performing significantly below district, especially when compared with middle school humanities data (which is on par/ above district average).	1. The jump from 8th to 9th grade is too large in terms of rigor and test prep. There is a lack of communication between 8th and 9th grade teachers. 2. High performing students in 8th grade withdraw to other schools; incoming freshmen are often unprepared.
2	We have low AP passing rates (about 20%).	1. Lack of cross-content vocabulary and writing practices create a gap in academic progress/abilities on AP exams. 2. First year being full scale, new teachers teaching new contents in a new district. Lack of data analysis/ownership of data.

Performance Objective 2 ☑ High Priority

IDEA Pflugerville College Prep will have a student achievement average of 47 or higher on English 1 and English II STAAR, including retest data.

Strategy 1

Assistant Principals track academic performance of Tier 2 and Tier 3 students on all internal assessments to be used in Academic MTSS meetings.

Strategy's Expected Result/Impact: API's will be able to identify if interventions are impactful throughout the year and hold important, data-focused meetings with stakedholders.

Staff Responsible for Monitoring: API, CC, DCC, Principal

Problem Statements: Student Learning 1

Formative Reviews

No Progress

November **March** **July**

Strategy 2

Leaders will coach and observe teachers who are working with retest students to ensure high quality implementation of Tier 2 and Tier 3 interventions and curriculum and on the use of data.

Strategy's Expected Result/Impact: Improve Tier 2 and Tier 3 student outcomes and allow for pivoting and collaboration.

Staff Responsible for Monitoring: API's, principal

Problem Statements: Student Learning 1

Formative Reviews

Some Progress

November **March** **July**

Strategy 3

Hold MTSS meetings per district prescription.

Strategy's Expected Result/Impact: Improve campus understanding and support of Tier 2 and Tier 3 students, increasing overall academic performance.

Staff Responsible for Monitoring: API, Principal, APO, SC, CC, DCC, GTL's

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR tested EOCs in high school are performing significantly below district, especially when compared with middle school humanities data (which is on par/ above district average).	1. The jump from 8th to 9th grade is too large in terms of rigor and test prep. There is a lack of communication between 8th and 9th grade teachers. 2. High performing students in 8th grade withdraw to other schools; incoming freshmen are often unprepared.

Performance Objective 3

IDEA Pflugerville will increase approaches Performance of Students with IEP's by 10%

Evaluation Data Source: STAAR + internal calculations

Strategy 1

All SPED teachers have bi-weekly check-in's with their manager

Strategy's Expected Result/Impact: Allow for coaching of teacher's skill and monitoring of their caseload's progress.

Staff Responsible for Monitoring: API, Principal

Problem Statements: Student Learning 1

Formative Reviews



Strategy 2

SPED teachers earn proficient on GET Guidepost 1A and 1B.

Strategy's Expected Result/Impact: Improved instruction and achievement for students with IEP's.

Staff Responsible for Monitoring: API, Principal

Problem Statements: Student Learning 1

Formative Reviews

No Progress

November	March	July

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR tested EOCs in high school are performing significantly below district, especially when compared with middle school humanities data (which is on par/ above district average).	1. The jump from 8th to 9th grade is too large in terms of rigor and test prep. There is a lack of communication between 8th and 9th grade teachers. 2. High performing students in 8th grade withdraw to other schools; incoming freshmen are often unprepared.

Goal 3 Increase student persistence.

Performance Objective 1 ☑ High Priority

IDEA Pflugerville College Prep will receive a proficient or higher score on the 2025-2026 Safety Score card rating.

Evaluation Data Source: Locus Dashboard

Strategy 1

100% of CCT meetings and drills are in compliance with district prescribed deadlines.

Strategy's Expected Result/Impact: Improve campus safety

Staff Responsible for Monitoring: APO, FM, Principal

Formative Reviews

✓ Accomplished

November	March	July

Performance Objective 2

By May of 2026, IDEA Pflugerville students will respond in alignment with the district average to the questions "I am excited to go to school each day" and "I like learning at my school."

Evaluation Data Source: District-wide student survey on Locus dashboard

Strategy 1

School counselor, grade team leaders, and assistant principals will ensure that clubs meet twice monthly.

Strategy's Expected Result/Impact: Improved student experience on campus and sense of belonging.

Staff Responsible for Monitoring: School counselor, grade team leaders, and assistant principals

Problem Statements: Perceptions 1, 2

Formative Reviews



Strategy 2

Create weekly homeroom PowerPoint slides to highlight our upcoming events, past events, and opportunities. Share homeroom slides in Parent Weekly.

Strategy's Expected Result/Impact: Raised awareness of events and opportunities on campus and stronger perception of our campus.

Staff Responsible for Monitoring: School counselor

Problem Statements: Perceptions 1, 2

Formative Reviews



Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students and families perceive that there are not enough electives, athletics or after school clubs for students to participate in, making other schools seem like a better option.	High school messaging is inconsistent, no announcements. We have activities, but it is not messaged consistently to where students and families know everything we offer. Club and celebrations not being held consistently.
2	According to student survey results we scored below district for "I am excited to go to school each day (-3% pts) and "I like learning at my school" (-10% pts).	1. Inconsistent spirit weeks with late messaging, lack of bringing people together, lack of funding for clubs. 2. Lack of consistency

Performance Objective 3 ☑ High Priority

IDEA Pflugerville College Prep will be in compliance with the Title 1 Family Engagement requirements.

Evaluation Data Source: Crate

Strategy 1

Maintain monthly, shared calendar for students and families to see upcoming events; post for families online.

Strategy's Expected Result/Impact: Increased participation in campus events by parents and awareness of opportunities for their students.

Staff Responsible for Monitoring: SC, APO, GTL, principal

Problem Statements: Perceptions 1, 2

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students and families perceive that there are not enough electives, athletics or after school clubs for students to participate in, making other schools seem like a better option.	High school messaging is inconsistent, no announcements. We have activities, but it is not messaged consistently to where students and families know everything we offer. Club and celebrations not being held consistently.
2	According to student survey results we scored below district for "I am excited to go to school each day (-3% pts) and "I like learning at my school" (-10% pts).	1. Inconsistent spirit weeks with late messaging, lack of bringing people together, lack of funding for clubs. 2. Lack of consistency

Performance Objective 4

80% of students enrolled in PE will earn their MVPA minutes.

Evaluation Data Source: MVPA tracker (internal)

Strategy 1

During check-in's with PE teachers, managers and teacher will review and strategize how to get to 80% of minutes.

Strategy's Expected Result/Impact: Goal achieved

Staff Responsible for Monitoring: PE manager and PE Teacher

Problem Statements: Perceptions 1

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students and families perceive that there are not enough electives, athletics or after school clubs for students to participate in, making other schools seem like a better option.	High school messaging is inconsistent, no announcements. We have activities, but it is not messaged consistently to where students and families know everything we offer. Club and celebrations not being held consistently.

Performance Objective 5

95% of New to IDEA Families will be onboarded within 30 days.

Evaluation Data Source: WTI Dashboard

Strategy 1

School counselor provides mandatory Friday onboarding before Monday start date.

Problem Statements: Perceptions 2

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 2

95% of students will receive a follow up meeting within 30 days of their start date.

Strategy's Expected Result/Impact: Campus can monitor and catch any student needs not being addressed.

Staff Responsible for Monitoring: School counselor

Problem Statements: Perceptions 2

Formative Reviews

November	March	July
Some Progress		

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	According to student survey results we scored below district for "I am excited to go to school each day (-3% pts) and "I like learning at my school" (-10% pts).	1. Inconsistent spirit weeks with late messaging, lack of bringing people together, lack of funding for clubs. 2. Lack of consistency

Goal 4 Increase ACT Average.

Performance Objective 1 ☑ HB3 Goal

By May of 2026, IDEA Pflugerville CP will improve ACT composite score by at least 1 point.

Evaluation Data Source: ACT Score Reports

Strategy 1

Content Leads create weekly sets of 5 problems to be implemented by all teachers, across all high school grade levels.

Strategy's Expected Result/Impact: Increased exposure to ACT question type and thus improved persistence.

Staff Responsible for Monitoring: Content Leads, College Counseling Team, API's

Formative Reviews

No Progress

November **March** **July**

Strategy 2

Coach Mastery Prep teacher on data tracking and best practices to ensure data driven instruction and the use of goal setting with high school students.

Strategy's Expected Result/Impact: Improved ACT scores

Staff Responsible for Monitoring: DCC, principal

Problem Statements: Student Learning 1, 2

Formative Reviews

Some Progress

November **March** **July**

Strategy 3

Build culture around ACT success through celebrating growth publicly and holding parent meetings when students miss administrations of ACT.

Strategy's Expected Result/Impact: Improved awareness around importance of ACT

Staff Responsible for Monitoring: CC and DCC

Problem Statements: Student Learning 1, 2 - Perceptions 1

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	STAAR tested EOCs in high school are performing significantly below district, especially when compared with middle school humanities data (which is on par/ above district average).	1. The jump from 8th to 9th grade is too large in terms of rigor and test prep. There is a lack of communication between 8th and 9th grade teachers. 2. High performing students in 8th grade withdraw to other schools; incoming freshmen are often unprepared.
2	We have low AP passing rates (about 20%).	1. Lack of cross-content vocabulary and writing practices create a gap in academic progress/abilities on AP exams. 2. First year being full scale, new teachers teaching new contents in a new district. Lack of data analysis/ownership of data.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Students and families perceive that there are not enough electives, athletics or after school clubs for students to participate in, making other schools seem like a better option.	High school messaging is inconsistent, no announcements. We have activities, but it is not messaged consistently to where students and families know everything we offer. Club and celebrations not being held consistently.

Goal 5 Improve targeted AAES statements.

Performance Objective 1 ☑ High Priority

100% of major referrals are responded to & closed out in PBIS within one week.

Evaluation Data Source: PBIS software

Strategy 1

Principal or delegate facilitates weekly discipline meetings and MTSS behavior meeting for lead team to ensure alignment on campus-wide response to behavior and compliance to agreed upon timelines.

Strategy's Expected Result/Impact: Equity and alignment across grade levels and behaviors and decrease in Tier 2 and Tier 3 student designations after implementation of appropriate and tiered supports.

Staff Responsible for Monitoring: API's, DCC, CC, SC, GTL's, Principal

Problem Statements: Demographics 1 - School Processes & Programs 1, 2

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

API's send out cyclical behavior/discipline report to their grade levels or cascade messages to grade team leaders for review during monthly grade level team meetings.

Strategy's Expected Result/Impact: Increased awareness of lead team action towards student behavior and teacher concerns.

Staff Responsible for Monitoring: Principal, API's.

Problem Statements: Demographics 1 - School Processes & Programs 1, 2

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a lack of buy in to school rules and procedures from students and parents. (e.g. discipline, arrival/drop off procedures, hallway behavior)	There is an initial reluctance to participate with rules and procedures from students and parents and a ;ack of consistency from school and staff about implementation of procedures throughout the year.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Lack of equitable and consistent enforcement of school wide expectations.	1). There is a lack of consistent enforcement of hallway expectations, resulting in students missing instructional time. 2). There is a lack of understanding and buy-in among staff regarding expectations and how to enforce them consistently.
2	Staff often feel unsupported due to reactive rather than proactive communication and assistance with both instruction and campus culture needs.	1). There is an absence of clear systems for regularly assessing and addressing staff needs, leading to delays in support. 2). There is an abundance of workload and at times there is a lack of understanding of what to prioritize first.

Performance Objective 2

100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual
performance reviews during the 2025-2026 school year.

Evaluation Data Source: IDEA internal dashboard

Strategy 1

Lead team provides clear communication and work time on these tasks.

Strategy's Expected Result/Impact: Teachers feel developed and supported.

Staff Responsible for Monitoring: Teacher managers, principal

Problem Statements: School Processes & Programs 2

Formative Reviews

Considerable Progress

November | March | July

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Staff often feel unsupported due to reactive rather than proactive communication and assistance with both instruction and campus culture needs.	1). There is an absence of clear systems for regularly assessing and addressing staff needs, leading to delays in support. 2). There is an abundance of workload and at times there is a lack of understanding of what to prioritize first.

Performance Objective 3 ☑ High Priority

70% of IDEA Pflugerville College Prep staff will agree that "My leadership team makes their expectations clear" and "My leadership team actions match their words."

Evaluation Data Source: Internal data survey

Strategy 1

We will use monthly anonymous surveys to understand teacher's feelings about these two statements.

Strategy's Expected Result/Impact: Improved staff feelings of clear expectations and leadership actions matching their words.

Problem Statements: School Processes & Programs 2

Formative Reviews

Moderate Progress

November | March | July

Strategy 2

IDEA Pflugerville College Prep lead team will align on next steps and priorities for all teachers at weekly lead team meeting and during weekly strategy meeting, during which we will complete our staff facing newsletter and send any required calendar invites.

Strategy's Expected Result/Impact: Improved clarity for teachers on next steps; administration team clear on how much teachers are being asked to do and intervene when time is needed.

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

All teachers will have, at minimum, one monthly check-in.

Strategy's Expected Result/Impact: Teachers feel connected and supported.

Staff Responsible for Monitoring: Teacher managers and principal

Problem Statements: School Processes & Programs 2

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Staff often feel unsupported due to reactive rather than proactive communication and assistance with both instruction and campus culture needs.	1). There is an absence of clear systems for regularly assessing and addressing staff needs, leading to delays in support. 2). There is an abundance of workload and at times there is a lack of understanding of what to prioritize first.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
AUGUSTUS BUCK THOMPSON	TEACHER - INTERVENTIONIST	School-wide Program	1
MEE-LAI C ALVARADO	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Pharr Academy

Accountability Rating: Not Rated

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:27 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Goals 18

Goal 1 : Increase Student Achievement in Meets performance ELA/Math to 45% 19

Goal 2 : Increase new student persistence by 3% to meet 90% goal 23

Goal 3 : Increase student daily attendance by decreasing chronic absenteeism 25

Goal 4 : Increase staff satisfaction in AEES survey by 3% 27

Goal 5 : Increase Campus Culture and Student Engagement 29

Title I Summary 32

Title I Personnel 33

Comprehensive Needs Assessment

Demographics

Summary

IDEA Pharr Academy is a K–5 campus located in the Rio Grande Valley, proudly serving a diverse community of learners, including a significant number of English Language Learners and economically disadvantaged students. Our school is home to over 800 students, ranging from 5 to 11 years old, and we are deeply committed to creating an inclusive and supportive learning environment that caters to the unique needs of every child.

To ensure all students have equitable access to a high-quality education, we offer a variety of student support programs, including bilingual education, special education services, and CSI (Comprehensive Student Interventions). These programs are carefully designed to address the academic, linguistic, and social-emotional needs of our students, helping them thrive in their educational journey and beyond.

We serve 638 Emergent Billingual students where 29% are at beginner level, 48% are at intermediate level, 20% are at advanced level, and 2% are at advanced high level.

Strengths

At IDEA Pharr Academy, we are dedicated to nurturing a strong sense of community and collaboration among all of our stakeholders, including students, families, and staff. Rooted in our “Team and Family” philosophy, we believe that working together is essential to ensuring every child has the opportunity to thrive.

Our mission is to provide every student with a high-quality education by investing in the development of exceptional teachers who build a solid foundation in literacy, mathematics, and communication skills. We recognize that these core skills are crucial for our students’ long-term success, not only in college but also in their personal and professional lives.

Strengths:

- End-of-year assessment data shows that our English Learners, students receiving special education services, and students in CSI programs demonstrate notable growth and higher levels of academic performance compared to previous years.
- IDEA Public Schools offers competitive compensation packages that help attract and retain talented teachers, ensuring our students receive instruction from highly skilled educators.
- IDEA Pharr Academy maintains a strong commitment to college readiness, consistently achieving a matriculation rate of over 95%, reflecting our dedication to preparing students for the next steps in their academic journey.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Student ADA below target benchmark for the 24-25 school year	1. Inconsistency in the implementation of the ADA matrix 2. Teachers lacked a consistent system to call parents of students that were absent
2 ★	SPED student data in STAAR has been below average in state exams	1.

★ = Priority

Student Learning

Summary

IDEA Pharr Academy performed above the median in area in K-2nd ELA, Math, Science, and DI data for the school year 2024-2025. Over 70% of students in CSI met and exceed a 2 year growth in Renstar reading assessments from BOY.

STAAR DATA 24-25

- 3rd grade ELA: 59/30/13 (34)
- 3rd grade MATH: 52/29/16 (32)
- 4th grade ELA: 78/45/18 (47)
- 4th grade MATH: 65/44/19 (43)
- 5th Grade ELA: 72/48/21 (47)
- 5th grade MATH: 77/48/17 (47)
- 5th grade SCIENCE: 79/39/18 (45)

Domain I Projected Average:

Strengths

Increase in student achievement scores from previous STAAR year of 2024-2025.

Strong internal data tracking systems by sub population, grade level, and teacher.

Expected growth met in TELPAS components and composite scores.

Increase and maintained meeting goals in Critical Student Intervention.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Teachers lacked capacity to increase rigor in the classroom aligned to the rigor of state exams	1. Lack of fidelity of lesson internalization process 2. Leaders lacked foundation of a clear system to develop teacher's capacity in aligning instruction to rigor of standards.
2 ★	Teachers lacked of quality lesson internalization aligned to standards	1. Lack of fidelity of lesson internalization process 2. Leaders lacked foundation of a clear system for lesson internalization and submission

★ = Priority

School Processes & Programs

Summary

At IDEA PHARR we have the following:

Curriculum

- K-5th Wit and Wisdom/Eureka/Amplify Science as our core curriculum
- CSI Decoding (3-5th)
- K-2nd Direct Instruction

Professional Development:

At IDEA Pharr we use campus operating mechanisms such as culture and instructional rounds to gather data points, and differentiate our PD sessions. We have monthly half day PD sessions that will include a variety of sessions from culture, instructional, and to have PLCs.

Technology/Extra Curricular?Support Services

As part of our campus model we use several computer based applications for different goals to ensure students are being tracked, provided support, and opportunities for individualized learning in areas such as Hotspot, AR, and PE.

Strengths

IDEA Pharr teacher and leader can create a culture of joy and high performance. Our team supports the recruitment, development, and retention of diverse talent to ensure academic excellence across all schools. We specialize in creating resources, leading professional development, and coaching teachers, while staying attuned to their needs and building strong cross-functional relationships to maximize teacher growth.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Lead team did not unpack and train around our GET with teachers	Teachers had limited opportunities to unpack and understand how they are being rated aligned to our district norms
2 ★	No consistent designated PD or PLC times.	Due to changes made by district that limited the amount of time that is spent training teachers.

★ = Priority

Perceptions

Summary

Campus decisions are made by utilizing data to ensure that root causes are effectively targeted and addressed with the goal of closing gaps in our systems. One key component is data collected from Fall and Spring parent & studnet surveys, FWOS operational survey, and in-person parent meetings and engagement events. In return, this data and modely for decision-making has made it possible for the campus to meet the 90% persistence goal with consistency.

Strengths

IA Pharr Strengths:

Campus lead teams strives to align Professional Development & family engagement to campus needs and priorities of providing quality customer service to all staff and stakeholders.

2-Way Feedback: At our campus we have strived to ensure that parents receive a call back between 24 hours that they reach out to the office, here our school team validates parent concerns and ensures we improve on feedback to make our school better for our students.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Our daily student attendance has fallen below the 97.5% target.	Leader accountability to ensure fidelity to ADA matrix system and process.
2 ★	Student enrollment numbers in Kinder and 1st grade have been below all benchmark points.	The campus recruitment plan lacks creative approaches to target desired grade levels in alignment with district and community gaps.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Student ADA below target benchmark for the 24-25 school year	1. Inconsistency in the implementation of the ADA matrix 2. Teachers lacked a consistent system to call parents of students that were absent
2	SPED student data in STAAR has been below average in state exams	1.
3	Teachers lacked capacity to increase rigor in the classroom aligned to the rigor of state exams	1. Lack of fidelity of lesson internalization process 2. Leaders lacked foundation of a clear system to develop teacher's capacity in aligning instruction to rigor of standards.
4	Teachers lacked of quality lesson internalization aligned to standards	1. Lack of fidelity of lesson internalization process 2. Leaders lacked foundation of a clear system for lesson internalization and submission
5	Lead team did not unpack and train around our GET with teachers	Teachers had limited opportunities to unpack and understand how they are being rated aligned to our district norms
6	No consistent designated PD or PLC times.	Due to changes made by district that limited the amount of time that is spent training teachers.

7 ★	Our daily student attendance has fallen below the 97.5% target.	Leader accountability to ensure fidelity to ADA matrix system and process.
8 ★	Student enrollment numbers in Kinder and 1st grade have been below all benchmark points.	The campus recruitment plan lacks creative approaches to target desired grade levels in alignment with district and community gaps.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Goals

Goal 1 Increase Student Achievement in Meets performance ELA/Math to 45%

Performance Objective 1 ☑ High Priority

Increase student "Meets" in ELA and Math by 5% in 3-5th STAAR overall

Strategy 1

Teachers will be tiered and level 2 and 3 will internalize lesson plans once a week with API with clear look for's to increase rigor in the classrooms.

Strategy's Expected Result/Impact: Increase student achievement in Meets performance for STAAR assessments

Problem Statements: Student Learning 2

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Weekly Data-Driven Reteach: Identify students close to "Meets" and provide targeted small-group instruction based on weekly assessment data.

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Teachers lacked capacity to increase rigor in the classroom aligned to the rigor of state exams	1. Lack of fidelity of lesson internalization process 2. Leaders lacked foundation of a clear system to develop teacher's capacity in aligning instruction to rigor of standards.
2	Teachers lacked of quality lesson internalization aligned to standards	1. Lack of fidelity of lesson internalization process 2. Leaders lacked foundation of a clear system for lesson internalization and submission

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase 3rd grade Meets in ELA by 10% in STAAR EOY

Strategy 1

Foundational Reading Focus: Implement daily small-group instruction targeting phonics, fluency, and comprehension gaps using data from weekly checkpoints

Strategy's Expected Result/Impact: Close student achievement gaps, and increase level of students at Meets level.

Problem Statements: Student Learning 1

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Teachers lacked capacity to increase rigor in the classroom aligned to the rigor of state exams	1. Lack of fidelity of lesson internalization process 2. Leaders lacked foundation of a clear system to develop teacher's capacity in aligning instruction to rigor of standards.

Performance Objective 3 ☑ High Priority

Increase SPED 3-5th Meets by 5% in all STAAR exams EOY

Strategy 1

Targeted Intervention with Accommodations: Provide daily, small-group STAAR-aligned intervention using IEP-driven accommodations and progress monitoring.

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November **March** **July**

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Teachers lacked capacity to increase rigor in the classroom aligned to the rigor of state exams	1. Lack of fidelity of lesson internalization process 2. Leaders lacked foundation of a clear system to develop teacher's capacity in aligning instruction to rigor of standards.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Increase K-2 students showing growth in DIBELS to 70%

Strategy 1

Implement Targeted Small-Group Interventions Using DIBELS Data

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Goal 2 Increase new student persistence by 3% to meet 90% goal

Performance Objective 1 ☑ High Priority

Increase new student persistence by 2% in 4th grade

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Lead team members will partner and meet once a week with every new student in 4th grade to build meaningful connections and ensure students feel welcomed their first year at campus.

Problem Statements: Demographics 1

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Student ADA below target benchmark for the 24-25 school year	1. Inconsistency in the implementation of the ADA matrix 2. Teachers lacked a consistent system to call parents of students that were absent

Performance Objective 2 ☑ High Priority

100% of HR's will follow and engage in Move this World daily

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

In the master schedule, IA Pharr will play Move this world in the morning before first period, our counselor will send 3 different data checkpoints in a weekly basis on Monday, Wednesday, and Friday to ensure all homerooms are on track to meet their weekly lessons.

Problem Statements: Perceptions 1

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Our daily student attendance has fallen below the 97.5% target.	Leader accountability to ensure fidelity to ADA matrix system and process.

Performance Objective 3 ☑ High Priority

All Title I compliance events will be completed for Fall and Spring semesters.

Evaluation Data Source: Event required documentation for each (sign in sheet, agenda, minutes, materials, invitation).

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

School counselor will calendar all required events at least 2 months in advance to ensure completion; all required documents will be provided and collected by counselor for upload within a 24 hour turnaround.

Staff Responsible for Monitoring: School Counselor

Title I: 2.5.1

Formative Reviews

Some Progress

November **March** **July**

Goal 3 Increase student daily attendance by decreasing chronic absenteeism

Performance Objective 1 ☑ High Priority

Decrease chronic absenteeism by 2% in K-5th

Evaluation Data Source: Chronic absenteeism in Kinder has decreased to 7 students. Our current attendance rate stands at 96.32%. I will continue working closely with the Kinder team to monitor students at risk and will provide ongoing support for any operational needs.

Strategy 1

Implement Tiered Attendance Interventions: Use data to identify at-risk students early and provide tiered supports (e.g., parent conferences, attendance mentors, incentives, and home visits) to address root causes and build strong school-home partnerships following the ADA matrix.

Staff Responsible for Monitoring: Annia Nuno APO

Problem Statements: Perceptions 1

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Our daily student attendance has fallen below the 97.5% target.	Leader accountability to ensure fidelity to ADA matrix system and process.

Performance Objective 2

Increase student ADA by 2% in Kinder grade or meet target goal of 96%

Strategy 1

LT will partner with GTLs to ensure that we are providing ADA incentives, and celebrations weekly and monthly.

Problem Statements: Demographics 1

Title I: 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Student ADA below target benchmark for the 24-25 school year	1. Inconsistency in the implementation of the ADA matrix 2. Teachers lacked a consistent system to call parents of students that were absent

Goal 4 Increase staff satisfaction in AEES survey by 3%

Performance Objective 1 ☑ High Priority

Increase AEES survey results by 3%

Strategy 1

Ensure that leaders follow through with the coaching cycle consistently using our district system of School Boost to support teachers development.

Staff Responsible for Monitoring: Gerardo Garza Principal

Problem Statements: Student Learning 2 - School Processes & Programs 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Teachers lacked of quality lesson internalization aligned to standards	1. Lack of fidelity of lesson internalization process 2. Leaders lacked foundation of a clear system for lesson internalization and submission

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Lead team did not unpack and train around our GET with teachers	Teachers had limited opportunities to unpack and understand how they are being rated aligned to our district norms

Performance Objective 2

Individualized professional development for teacher development based on content differentiated PD

Strategy 1

Pharr Academy Lead Team will create a differentiated professional development plan based on tiers to support teachers development in the GET mastery.

Problem Statements: School Processes & Programs 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Lead team did not unpack and train around our GET with teachers	Teachers had limited opportunities to unpack and understand how they are being rated aligned to our district norms

Goal 5 Increase Campus Culture and Student Engagement

Performance Objective 1 ☑ High Priority

100% of students enrolled in PE will meet their MVPA fitness minutes

Strategy 1

PE coaches will partner with counselor and API to ensure that there is a backwards plan to ensure that all students complete 100% of their MVPA fitness minutes throughout the year.

Problem Statements: Demographics 1

Title I: 2.5.2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Student ADA below target benchmark for the 24-25 school year	1. Inconsistency in the implementation of the ADA matrix 2. Teachers lacked a consistent system to call parents of students that were absent

Performance Objective 2 ☑ High Priority

100% compliance with Title 1 Family Engagement requirements

Strategy 1

Pharr Academy will host and invite family members every quarter to Title 1 events afterschool and partner with them to help support our CIP.

Problem Statements: Student Learning 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Teachers lacked capacity to increase rigor in the classroom aligned to the rigor of state exams	1. Lack of fidelity of lesson internalization process 2. Leaders lacked foundation of a clear system to develop teacher's capacity in aligning instruction to rigor of standards.

Performance Objective 3 ☑ High Priority

100% of GTL's will hold MTSS meetings with their grade level in a bi-weekly basis.

Strategy 1

GTL's will conduct biweekly meetings for MTSS and ensure that students are tiered and receive tiered support.

Problem Statements: Demographics 2

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	SPED student data in STAAR has been below average in state exams	1.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALEXA M SANCHEZ	COTEACHER	School-wide Program	1
ANA Maria RIOS	TEACHER - INTERVENTIONIST	School-wide Program	1
ODALYS J VENEGAS	COTEACHER	School-wide Program	1
RAUL REYES ROBLES	TEACHER - INTERVENTIONIST	School-wide Program	1
SAIDA EDITH COTERO	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1

IDEA Public Schools

Pharr College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:27 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Goals 18

Goal 1 : Increase Meets Performance in STAAR tested subjects 19

Goal 2 : Meet 95.94% ADA 21

Goal 3 : Increase in AEES results 24

Goal 4 : Increase student opportunities for College Success 27

Goal 5 : Implement MTSS Framework with fidelity 30

Comprehensive Needs Assessment

Demographics

Summary

IDEA College Preparatory Pharr is a 6th–12th grade charter school located in Pharr, Texas. As of the 2024–2025 school year, the school enrolled 846 students, with a demographic composition of 99% minority students and a significant portion of the student body faces economic challenges, with over 90% identified as economically disadvantaged and 83% considered at risk of dropping out

Academically, IDEA Pharr emphasizes college readiness. In the Class of 2024, 100% of students graduated on time or earlier . The school offers a robust Advanced Placement (AP) program, with 100% student participation across over 15 AP courses from grades 8 through 12 .

Strengths

At IDEA Pharr we strive to build a strong belief in team and family with all our stakeholders including students, parents, and staff. We work to ensure that every students receives a high quality education by developing high performing teachers to build a foundation in literacy, mathematics, and communication skills to ensure our students succeed through college.

Strengths:

Student data in EOY assessments are higher in the subpopulations of EB, special education and CSI.

IDEA offers competitive pay to our teachers

IDEA Pharr achieves a matriculation rate of over 95%.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Student ADA target below the benchmark for the 24-25 school year.	1. Inconsistency with the implementation of the ADA escalation matrix. 2. Teachers lacked a consistent system to contact parents for students who were absent.
2 ★	Increase in chronically absent absent students	1. Lack of ADA huddles for accountability 2. No system for parent communication logs

★ = Priority

Student Learning

Summary

Test	% Approaches	% Meets	% Masters
6th ELA	73%	50%	21%
6th Math	80%	41%	11%
7th ELA	71%	45%	23%
7th Math	68%	38%	16%
8th ELA	84%	65%	35%
8th Social Studies	44%	12%	5%
Algebra I	87%	47%	15%
Biology	91%	61%	8%
English I	66%	55%	13%
English II	66%	58%	10%
U.S. History	96%	63%	24%

At IDEA Pharr CP, 100% of our 2025 graduates are TSI cleared and over 99% graduate with at least 1 AP credit. We have met the TELPAS metric in the last 3 years for accountability.

Strengths

Consistent growth for EB students in language proficiency.

Strong college counseling team ensures students graduate and are TSI cleared.

Strong content teachers who receive consistent coaching and professional development

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Decrease in meets for math/RLA	1. Lack of differentiation for students 2. Lack of consistency on lesson plan feedback
2 ★	Increase in EOC re-testers RLA	1) lack of timely intervention for students 2) master schedule lacking EOC support classes

★ = Priority

School Processes & Programs

Summary

At IDEA Pharr we have:

IDEA developed curricula, Wit and Wisdom, SpringBoard, and AP programs. Intervention is provided to our critical students and Saturday school is utilized to close gaps.

AT IDEA Pharr we use operating mechanisms such as culture and instructional rounds to gather data points and differentiate our PD sessions. We have monthly half day Professional development and all teachers have an instructional coach as a manager.

We also have an expanding CTE program on our campus and a robust PE program.

Strengths

Strengths:

Over 90% of our students persist year to year.

We are currently on track to meet enrollment.

We met the staff retention goal the previous year for teachers.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	No lesson planning system	1) change in leadership 2) lack of accountability
2 ★	Lack of systems on getting student records for HS for new to IDEA students	1) proper records not received during registration. 2) not having access to timely student records

★ = Priority

Perceptions

Summary

Our school uses real time data to ensure that we target potential root causes, address them, and ultimately close any gaps in our school's systems. Our yearly parent survey, 1st week of school survey, and parent investment meetings such as "coffee with principal, listening school tours, etc" are examples of how we use parent input to drive our campus level decisions. This has allowed for us to meet our 90% persistence goal year after year. Additionally, our campus leadership teams drives to ensure our Professional Development is aligned to our campus priority of providing quality customer service to all staff and stakeholders.

Strengths

2-Way Feedback: At our campus we have strived to ensure that parents receive a call back between 24 hours that they reach out to the office, here our school team validates parent concerns and ensures we improve on feedback to make our school better for our students.

Strong culture of support between the school and the families. We host beginning of the year expectation meetings, report card nights, and a weekly parent newsletter. There is a strong line connection between the school and the community.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Lack of staff satisfaction	1. Change in leadership 2. Lack of trust
2 ★	Decrease in manager recommendation	1) turn over in leaderships 2) low participation

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Student ADA target below the benchmark for the 24-25 school year.	1. Inconsistency with the implementation of the ADA escalation matrix. 2. Teachers lacked a consistent system to contact parents for students who were absent.
2 ★	Increase in chronically absent absent students	1. Lack of ADA huddles for accountability 2. No system for parent communication logs
3 ★	Decrease in meets for math/RLA	1. Lack of differentiation for students 2. Lack of consistency on lesson plan feedback
4 ★	Increase in EOC re-testers RLA	1) lack of timely intervention for students 2) master schedule lacking EOC support classes
5 ★	No lesson planning system	1) change in leadership 2) lack of accountability
6 ★	Lack of systems on getting student records for HS for new to IDEA students	1) proper records not received during registration. 2) not having access to timely student records

7 ★	Decrease in manager recommendation	1) turn over in leaderships 2) low participation
8 ★	Lack of staff satisfaction	1. Change in leadership 2. Lack of trust

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **HB3 CCMR goals**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Goals

Goal 1 Increase Meets Performance in STAAR tested subjects

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

IPCP will achieve 55% Meets on STAAR/EOC for the 25-26 school year

Evaluation Data Source: Benchmarks and STAAR tests

Strategy 1

Early identification and tracking of game changers using MSSR report.

Strategy's Expected Result/Impact: By identifying and tracking game changers for meets, we would be able to purposefully provide targeted instruction and support that will help move the data towards the goal.

Staff Responsible for Monitoring: Managers & RLA /Math/Science/SS Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Implement a comprehensive, data-driven instructional framework that prioritizes rigorous first instruction, targeted interventions, and teacher development to increase student performance at the "Meets" level or higher.

Strategy's Expected Result/Impact: Students will demonstrate measurable academic growth across all content areas, leading to an increase in STAAR/EOC Meets performance from the 2024-2025 baseline to 55% Meets or higher by May 2026.

Staff Responsible for Monitoring: Managers, Teachers, CTLs,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

November **March** **July**

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

IPCP will achieve a 5% increase in student achievement for STAAR RLA and Math Subjects.

Evaluation Data Source: IA Exams
LA Exams
UE Exams

Strategy 1

Implement structured PLCs and data-driven instructional practices to ensure rigorous, TEKS-aligned Tier 1 instruction in all RLA and Math classrooms.

Strategy's Expected Result/Impact: Teachers will deliver more intentional, data-aligned lessons that improve student mastery of priority standards, resulting in a 5% or greater increase in STAAR RLA and Math performance from the prior year.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November **March** **July**

Strategy 2

Provide differentiated academic supports through structured intervention blocks, tutorial programs, and enrichment opportunities for students performing below and above grade level.

Strategy's Expected Result/Impact: Students receiving targeted intervention will show growth on formative and summative assessments, closing learning gaps and contributing to a campuswide 5% increase in STAAR RLA and Math achievement.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November **March** **July**

Goal 2 Meet 95.94% ADA

Performance Objective 1 ☑ High Priority

Increase ADA by 1.5%

Evaluation Data Source: Daily ADA Report
Weekly PTG Reports
Quarterly Reports
Cumulative Site Data

Strategy 1

Conduct consistent weekly ADA huddles between the College Prep (CP) leadership team and the Attendance Coordinator (AC) to review attendance data, identify trends,

Strategy's Expected Result/Impact: Through consistent monitoring, accountability, and celebration of attendance, campus ADA will increase by at least 1.5%, reflecting stronger student engagement and family partnership.

Staff Responsible for Monitoring: GTLs, Grade Level Managers (APIs & CCs), APO, Principal

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Moderate Progress			

Strategy 2

Develop and implement a campus-wide attendance culture plan that includes family engagement initiatives, positive attendance incentives, and tiered interventions for chronically absent students.

Strategy's Expected Result/Impact: Students and families will demonstrate increased commitment to consistent attendance, leading to a 1.5% or higher increase in ADA and a 10% reduction in chronic absenteeism compared to the prior year.

Staff Responsible for Monitoring: APO
Principal
GTLs
Homeroom Teachers

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2 ☑ High Priority

Decrease Chronic Absenteeism by 2%

Evaluation Data Source: Monday ADA Huddle report
Weekly Chronic absenteeism student list
Chronic Absenteeism meetings (ADA Matrix)

Strategy 1

Recognize and celebrate students with perfect or improved attendance through assemblies, shout-outs, and incentives.

Strategy's Expected Result/Impact: Students and families will view daily attendance as a shared responsibility and point of pride, resulting in higher engagement and a 2% decrease in chronic absenteeism.

Staff Responsible for Monitoring: APO, Registrar, Principal, ADA Managers, Culture Managers,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Strengthen early identification and follow faithfully district campus matrix intervention systems for attendance.

Strategy's Expected Result/Impact: Students and families will view daily attendance as a shared responsibility and point of pride, resulting in higher engagement and a 2% decrease in chronic absenteeism.

Staff Responsible for Monitoring: APO, Registrar, Principal, ADA Managers, Culture Managers, GTLs, Teachers

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November	March	July

Goal 3 Increase in AEES results

Performance Objective 1 ☑ High Priority

IPCP will increase AEES results by 5%

Evaluation Data Source: AEES Survey
Internal surveys
Temperature/manager checks

Strategy 1

Implement monthly staff recognition initiatives celebrating growth, collaboration, and instructional excellence

Strategy's Expected Result/Impact: Increased sense of connection, recognition, and belonging among staff, leading to a 5% or higher increase in AEES scores in "Belief in Leadership," "Belonging," and "Workplace Satisfaction" domains.

Staff Responsible for Monitoring: Principal, ILT, DCC, CC, APO,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Moderate Progress			

Strategy 2

Conduct pulse checks and feedback surveys each quarter to gather staff input on culture and workload, and address themes through staff meetings or principal updates.

Strategy's Expected Result/Impact: Increased sense of connection, recognition, and belonging among staff, leading to a 5% or higher increase in AEES scores in "Belief in Leadership," "Belonging," and "Workplace Satisfaction" domains.

Staff Responsible for Monitoring: Lead team and GTLs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November | March | July

Performance Objective 2

Meet 85% staff retention for 25-26 school year

Evaluation Data Source: END of year data

Strategy 1

Use staff surveys and pulse checks to assess morale and gather feedback, followed by visible adjustments or acknowledgments to demonstrate responsiveness.

Strategy's Expected Result/Impact: Staff feel valued, supported, and connected to the campus mission, resulting in increased engagement and 85% or higher retention by the end of the 2025-2026 school year.

Staff Responsible for Monitoring: Lead Team and GTLs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November | March | July

Strategy 2

Monitor teacher workload balance and provide time-saving supports or structure adjustments when feasible through targeted PD sessions, collaboration opportunities through PLCs, lead teacher roles, and mentorship pairings..

Strategy's Expected Result/Impact: Staff experience meaningful professional growth, improved instructional practice, and increased sense of career progression, support with work-life balance load which will lead to 85% or higher annual retention and increased satisfaction on the AEES survey.

Staff Responsible for Monitoring: Principal, ILT, DCC, APO

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Goal 4 Increase student opportunities for College Success

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

IPCP will increase ACT average by 2 points for the junior class of 2025-2026.

Evaluation Data Source: ACT Scores

Strategy 1

Provide targeted reteach and intervention sessions during RTTC III, after-school tutorials, or Saturday school focused on low-performing ACT domains.

Strategy's Expected Result/Impact: Students will demonstrate measurable improvement in ACT domain performance, resulting in a 2-point increase in the campus ACT average for the junior class of 2025-2026.

Staff Responsible for Monitoring: RTTC III Teacher, DCC, CC Captain, ILT, Principal

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Celebrate student progress and score gains to promote motivation and belief in college readiness.

Strategy's Expected Result/Impact: Students will demonstrate measurable improvement in ACT domain performance, resulting in a 2-point increase in the campus ACT average for the junior class of 2025-2026.

Staff Responsible for Monitoring: RTTC III Teacher, DCC, CC Captain, ILT, Principal

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November **March** **July**

Performance Objective 2 ☑ High Priority

IPCP 96% of 9th-12th are on track to graduate

Evaluation Data Source: Gradebook audits
Weekly OTG Reports

Strategy 1

Communicate progress updates to families and hold student-parent conferences for any student at risk of credit loss.

Strategy's Expected Result/Impact: Through consistent academic monitoring and targeted intervention, 96% or more of students in grades 9-12 will remain on track to graduate on time.

Staff Responsible for Monitoring: Teachers, GTLs, DCC, CC, ILT, Principal

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Identify and support students at risk of falling behind through individual graduation plans and credit recovery options

Strategy's Expected Result/Impact: Through consistent academic monitoring and targeted intervention, 96% or more of students in grades 9-12 will remain on track to graduate on time.

Staff Responsible for Monitoring: Teachers, GTLs, DCC, CC, ILT, Principal

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November	March	July

Goal 5 Implement MTSS Framework with fidelity

Performance Objective 1

90% of teachers will implement Move this World

Evaluation Data Source: MTW

Strategy 1

Recognize and highlight teachers demonstrating strong MTW facilitation practices through campus channels of communications.

Strategy's Expected Result/Impact: Teachers will consistently deliver Move This World lessons as part of daily routines, building student SEL capacity and achieving 90% implementation fidelity campuswide

Staff Responsible for Monitoring: SSA, GTLs

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Conduct morning MTW HR walkthroughs and provide feedback to teachers on implementation of daily lessons.

Strategy's Expected Result/Impact: Teachers will consistently deliver Move This World lessons as part of daily routines, building student SEL capacity and achieving 90% implementation fidelity campuswide

Staff Responsible for Monitoring: SSA, GTLs

Formative Reviews



Performance Objective 2 ☑ High Priority

IPCP will meet 90% student persistence for the 25-26 school year.

Evaluation Data Source: Student dashboard
MTSS Meetings

Strategy 1

Host family engagement events highlighting campus achievements, college-readiness milestones, and strong community identity.

Strategy's Expected Result/Impact: Through consistent communication, early intervention, and strong family relationships, the campus will achieve at least 90% student persistence by the end of the school year.

Staff Responsible for Monitoring: Principal, SSA, GTLs, Grade Level Managers,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress		
November	**March**	**July**

Strategy 2

Celebrate student milestones and achievements (attendance, academic growth, character) regularly through assemblies and social media and maintain consistent communication via Remind, calls, and newsletters to strengthen family-school connection.

Strategy's Expected Result/Impact: Through consistent communication, early intervention, and strong family relationships, the campus will achieve at least 90% student persistence by the end of the school year

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress		
November	**March**	**July**

IDEA Public Schools



Quest Academy

Accountability Rating: A

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

2025-2026 Campus Improvement Plan

Public Presentation Date:
September 3, 2025

Generated by Plan4Learning.com
March 12, 2026 at 10:28 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 12

Priority Problem Statements 14

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 19

Student Data: Behavior and Other Indicators 19

Employee Data 19

Parent/Community Data 20

Support Systems and Other Data 20

Goals 21

Goal 1 : IDEA Quest Academy will Improve Average Daily Attendance (ADA) 22

Goal 2 : IDEA Quest Academy will Achieve DIBELS growth across all grade levels. 24

Goal 3 : IDEA Quest Academy will Differentiate Instruction for All Performance Bands in R... 26

Goal 4 : IDEA Quest Academy will Strengthen Culture Through Recognition and Engagem... 31

Title I Summary 33

Title I Personnel 34

Comprehensive Needs Assessment

Demographics

Summary

IDEA Quest Academy serves up to 596 students from communities around Edinburg, including Elsa and Alton. The school's mission is to ensure 100% of its students are prepared for and succeed in college. The student body includes a diverse mix, from low-income and first-generation college students. In addition to strong academic preparation, the school offers a well-rounded experience through UIL academics, athletics, and after-school programs.

Strengths

- In its inaugural year, IDEA Quest Academy successfully launched its academy soccer program, fostering a strong culture of joy, pride, and school spirit. This new initiative has provided a positive outlet for student engagement and community building.

- IDEA Quest Academy offers transportation options for RISE and SPED students, ensuring safe and reliable access to education. With dedicated monitors and multiple routes in place, the school prioritizes student support, accessibility, and equity in transportation services.

- Class sizes are small compared to other students. 135 students per grade level maximum. Allows for individualized teaching-building of relationships.

- Teacher retention allows families to build lasting relationships with educators, often having the same teachers for multiple children. Continuity from academy through high school enables further trust to create a stable and supportive learning environment.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Quest academy is currently experiencing persistently low student attendance rates, falling below the benchmarks.	Lack of consistent communication, inadequate follow-through on expectations, and absence of clear consequences for student behavior are contributing to ongoing disciplinary and engagement issues.
2 ★	Quest Academy has a low amount of joyful, engaging experiences at school for families and limited parent involvement.	Lack of student/family engagement and connection to school cause multiple concerns for joy, persistence and more.
3 ★	Quest academy has a gap in effectively promoting the school's strengths, connecting with prospective families, and building community trust.	Current efforts are targeted at block walking, social media posts, refer a friend, and other efforts have not yielded positive outcomes.
4	Quest Academy lacks clear communication and planning to ensure further retention.	The established communication matrix is not being consistently followed. Breakdowns in communication stem from inconsistent implementation and lack of accountability in following the established or lack of procedures. This results in misaligned expectations, and a lack of clarity among staff, students, and families.

★ = Priority

Student Learning

Summary

The results at IDEA Quest academy for middle of the year in Kinder- 2nd grade students in DIBELS have shown significant growth for our scholars. Using middle of the year data, in Kinder we have 42% of students already meeting growth goals. In 1st grade, 47% of students were meeting growth goals and in 2nd grade 54% of students were meeting growth goals. Overall, in K-2, 49% of our scholars were already meeting end of year growth goals by the middle of year. Using our 24-25 mock data, our score for domain 1 would be an 82. Domain 2 would be 90. For domain 3, we would be at 78. Our projected state accountability rating would be a scaled score of 86, landing us at a B rated campus. Compared to other campuses in our region, we were ranked 3rd out of 25 schools for all subjects.

Strengths

- **Overall Academic Growth Across Subjects:** Data from multiple subject areas indicate positive trends in student learning. For instance, 3rd grade Reading (Cynthia Sendejo) has shown significant progress, with recent assessments reporting increases in student performance, such as the 57% of students in LA3 scoring above the 37% mark. Similarly, 3rd grade Math (Amy Solis) showed a marked improvement, with a notable increase in student mastery levels from Q1 (47%) to Q2 (55%), and a strong showing in subsequent assessments, such as the 77% of students performing at or above the benchmark in Topic Quiz AB.
- **Strong Performance in Upper Grades:** The performance in 4th and 5th grades also reflects solid academic growth, particularly in Reading and Math. For example, 4th grade Reading (Maleni Hinojosa) demonstrated strong student engagement with 59% of students scoring above the 60% threshold in Q1, while 5th grade Math (Claudia Vasquez) showed an upward trend from 47% in Q1 to 61% in subsequent assessments, including a 60% above-benchmark performance in EOM4.
- **English Learner (EL) Progress:** Our English Learners (EL) population continues to show growth in both Reading and Math. In 3rd grade Math, for example, the SE (Special Education) subgroup improved from 42% in early assessments to 46% later in the year, reflecting targeted interventions. In 5th grade Science, the SE subgroup's performance rose from 54% in UE5 to 76% in the final assessments, marking significant gains for this group.
- **Science Performance Improvement:** 5th grade Science (Nancy Olmos) showed continuous improvement, with the SE subgroup performing strongly—reaching 54% in UE5 and 76% by the final exam. Mock assessments and UE tests consistently reflect an upward trajectory in overall student success in Science.
- **Strategic Interventions Yield Positive Results:** It's clear that the strategic tracking and intervention programs in place are paying off. Regular progress monitoring and testing, especially in sub-populations such as SPED students, have led to notable improvements. For example, SPED students in 4th grade Reading showed an improvement from 50% in the fall to 57% in the final assessments.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Quest Academy SPED subgroup's performance has not improved over the past months, hindering overall growth, specifically in 4th grade RLA and overall in Math.	There is insufficient implementation of evidence-based reading interventions during Tier 1 instruction, and small-group SPED instruction. SPED student IEPs lack grade level alignment with student reading gaps identified through formative assessments.
2 ★	Quest Academy has difficulty producing student growth for all student groups into the performance standards of Masters in all subjects.	Lack of consistency in differentiated instruction that targets students needs in all subjects
3 ★	In K-2, 2nd grade did not meet the 70% growth goal for DIBELS.	Instruction was strictly focused on phonemic awareness skills and not on comprehension. Comprehension was the lowest data point for end of year results.

★ = Priority

School Processes & Programs

Summary

At Quest Academy, leadership development is guided by the district's established rubric, the *School Leadership Levers*. All staff members participate in a structured staff development cycle consisting of three key phases: Goal Setting, 2x2 Coaching, and the Annual Performance Review. Regular check-ins—weekly or bi-weekly depending on individual needs—support ongoing coaching and professional growth.

Professional development is strategically aligned to campus trends and instructional needs. This includes both school-wide sessions and district-provided, content-specific training. Additionally, staff complete all required compliance trainings in areas such as Emergent Bilingual (EB), Special Education (SPED), Section 504, and other HR-mandated topics.

Teacher development is driven by regular classroom observations and coaching using the district's standardized rubric, the *Guideposts for Excellent Teaching*. Our teacher retention efforts are supported through the *Teacher Career Pathway*, a system that recognizes and rewards educators based on a rubric aligned to performance and impact. Teachers also have opportunities to earn recognition through the *Teacher Incentive Allotment* in specific grades that is built upon yearly. IDEA incentivizes teachers based on their certifications to ensure that we retain quality level teachers while at the same time promoting their development and their expertise.

We foster a collaborative, supportive culture through our *Team & Family* model, where shared accountability is encouraged through operating mechanisms like weekly huddles. Peer-driven recognition is embedded in our culture, with monthly awards for Teacher and Co-Teacher of the Month, as well as Core Value recognition.

Campus leadership further promotes a culture of appreciation through monthly tokens of recognition, staff socials, birthday and attendance celebrations, and Random Acts of Kindness or holiday-themed appreciation days.

Quest Academy implements the district-aligned curriculum to ensure high-quality instruction across grade levels. Our academic programs include:

- **Literacy**: Reading Mastery Transformation (K–2), Decoding A, B1, B2, Being a Writer, AR Renaissance
- **RLA**: Wit & Wisdom
- **Math**: Eureka Math, DreamBox (skills reinforcement)
- **Science**: Amplify Science
- **Social Studies**: Insights
- **SEL**: Move This World
- **Other Supports**: Typing programs, HB1416 interventions, and special population services (EB, SPED, 504), Critical Student Intervention (CSI), small group instruction as needed, Response to Intervention (RTI)/MTSS.

Enrichment is provided through afterschool programs and our *Healthy Kids Here* wellness initiative.

Strengths

- Staff Retention is above 85% for Quest Academy (this year only one teacher and 1 co-teacher have left instructional roles from my campus to another district and other employment).
- 100% of teacher at IDEA Quest academy are rated Proficient or above in GuidePost2: Culture.
- 5 Teachers awarded Teacher Incentive Allotment during 2024-2025 school year for the data capture year of 2023-24. (3 Master Level & 2 Exemplary level)
- 16 Teachers are Level 5 within TCP rubric,
- 11 Teachers are Level 4 within the TCP rubric.
- High academic excellence: Elective departments all Honor Roll
- Data conversations yield in strong backwards plans and solid re-teach plans in place to close academic gaps.
- Successful completion of student hours for HB1416 prior to STAAR
- All AEE statements for management are 90% and above.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	IDEA Quest Academy staff does not implement campus culture components as outlined in scope and sequence.	No clear expectations on when and how to roll out campus culture components.
2 ★	Teachers at IDEA Quest Academy do not receive immediate campus culture round feedback.	Data for rounds was collected with Lead Team and not trained until weeks later at GLL meetings.
3 ★	Half-day PDs at IDEA Quest Academy are not used to develop or provide training on a skill or campus trend.	No clear scope and sequence for teacher development since we did not know if district was wanting us to use time for HQ required PDs or campus developed PDs.
4	No training/development with new curriculums and teachers new to the existing curriculums at IDEA Quest Academy.	Times allotted for deliverables and information but not for content planning and diving deep into the new curriculums.

★ = Priority

Perceptions

Summary

As we reflect on our campus performance and community engagement, we've seen three main areas where we need to grow that directly impact on our overall perception: new student persistence, boosting enrollment in our early grades, and low parent attendance for family engagements. We have items outlined for each bucket to target but it has not produced significant growth to meet enrollment numbers or keep our students persisting throughout the years at our campus.

Strengths

- Quest Academy continues to be a top-performing campus
- Grounded in a strong foundation of academic excellence
- Our students benefit from a high-quality curriculum that challenges and engages them.
- Our SEL support creates a safe and nurturing environment not just for students, but for staff and families too.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Quest academy is losing new students who enroll to our campus.	Missed opportunities to connect with families early on.
2	Quest Academy enrollment numbers are low, with only two kindergarten classes and three first grade classes for 2024-2025.	Lack of community outreach in places close to us such as local daycares, business, and neighborhoods or community events.
3 ★	Quest Academy experiences low parent attendance at campus engagement events.	Events hosted have a lack of interests to the students/families. Nothing for them to take or make a memory of. Lack of sufficient communication early on for events

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Quest academy is currently experiencing persistently low student attendance rates, falling below the benchmarks.	Lack of consistent communication, inadequate follow-through on expectations, and absence of clear consequences for student behavior are contributing to ongoing disciplinary and engagement issues.
2 ★	Quest Academy has a low amount of joyful, engaging experiences at school for families and limited parent involvement.	Lack of student/family engagement and connection to school cause multiple concerns for joy, persistence and more.
3 ★	Quest academy has a gap in effectively promoting the school's strengths, connecting with prospective families, and building community trust.	Current efforts are targeted at block walking, social media posts, refer a friend, and other efforts have not yielded positive outcomes.
4 ★	Quest Academy SPED subgroup's performance has not improved over the past months, hindering overall growth, specifically in 4th grade RLA and overall in Math.	There is insufficient implementation of evidence-based reading interventions during Tier 1 instruction, and small-group SPED instruction. SPED student IEPs lack grade level alignment with student reading gaps identified through formative assessments.
5 ★	Quest Academy has difficulty producing student growth for all student groups into the performance standards of Masters in all subjects.	Lack of consistency in differentiated instruction that targets students needs in all subjects
6 ★	Teachers at IDEA Quest Academy do not receive immediate campus culture round feedback.	Data for rounds was collected with Lead Team and not trained until weeks later at GLL meetings.

7 ★	IDEA Quest Academy staff does not implement campus culture components as outlined in scope and sequence.	No clear expectations on when and how to roll out campus culture components.
8 ★	Half-day PDs at IDEA Quest Academy are not used to develop or provide training on a skill or campus trend.	No clear scope and sequence for teacher development since we did not know if district was wanting us to use time for HQ required PDs or campus developed PDs.
9 ★	Quest Academy experiences low parent attendance at campus engagement events.	Events hosted have a lack of interests to the students/families. Nothing for them to take or make a memory of. Lack of sufficient communication early on for events
10 ★	Quest academy is losing new students who enroll to our campus.	Missed opportunities to connect with families early on.
11 ★	In K-2, 2nd grade did not meet the 70% growth goal for DIBELS.	Instruction was strictly focused on phonemic awareness skills and not on comprehension. Comprehension was the lowest data point for end of year results.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**

- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**

- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 IDEA Quest Academy will Improve Average Daily Attendance (ADA)

Performance Objective 1 ☑ High Priority

Meet attendance growth measure (95.8%) set for IDEA Quest Academy for 2025-2026.

Evaluation Data Source: PowerSchool YTD ADA reports

Strategy 1

Campus ADA celebrations and incentives each month for every quarter.

Strategy's Expected Result/Impact: Reduce chronic absences on campus and meet ADA growth goal

Staff Responsible for Monitoring: APO, SIS, and Principal, GTLs, Lead Team

Problem Statements: Demographics 1

Formative Reviews

November	March	July
✓ Accomplished	Some Progress	

Strategy 2

Daily ADA Huddles to target chronic absences and discuss solutions towards meeting 2025-2026 Idea Quest Academy growth goal.

Strategy's Expected Result/Impact: Reduce chronic absences on campus and meet ADA growth goal

Staff Responsible for Monitoring: APO, SIS, and Principal, GTLs, Lead Team

Problem Statements: Demographics 1

Formative Reviews

November	March	July
✓ Accomplished	Moderate Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Quest academy is currently experiencing persistently low student attendance rates, falling below the benchmarks.	Lack of consistent communication, inadequate follow-through on expectations, and absence of clear consequences for student behavior are contributing to ongoing disciplinary and engagement issues.

Goal 2 IDEA Quest Academy will Achieve DIBELS growth across all grade levels.

Performance Objective 1 ☑ High Priority

Idea Quest Academy will meet 70% or higher DIBELS growth goal for 2nd grade for 2025-2026.

Evaluation Data Source: DIBELS data platform

Strategy 1

Weekly data calls to determine student progress through RMT with a focus on fluency and mastery

Strategy's Expected Result/Impact: Increase student reading fluency to be on or above grade level

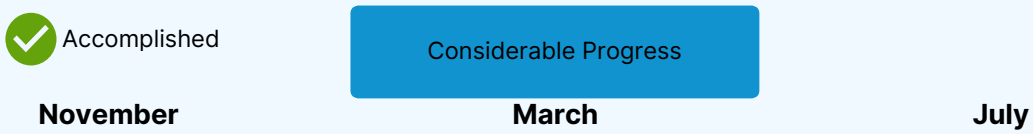
Staff Responsible for Monitoring: 2nd Grade Teachers, Lead Team

Problem Statements: Student Learning 3

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 2

Daily student interventions to target student fluency and accuracy for K-2 at IDEA Quest Academy

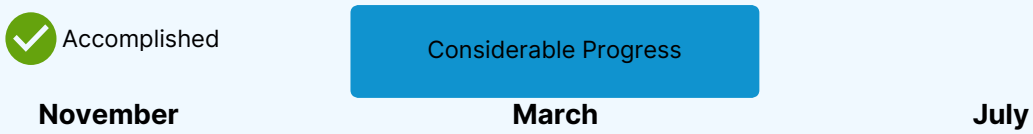
Strategy's Expected Result/Impact: Increase student reading fluency and accuracy

Staff Responsible for Monitoring: K-2 Teachers and Co-teachers, Lead Team

Problem Statements: Student Learning 3

Title I: 2.5.3

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	In K-2, 2nd grade did not meet the 70% growth goal for DIBELS.	Instruction was strictly focused on phonemic awareness skills and not on comprehension. Comprehension was the lowest data point for end of year results.

Goal 3 IDEA Quest Academy will Differentiate Instruction for All Performance Bands in Reading and Math for grades 3-5

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase STAATR math meets/masters performance (HB3) in grades 3-5 to meet domain 3 targets provided for all students by the state for 2025-2026

Evaluation Data Source: Large scaled district assessments and STAAR, locus dashboard

Strategy 1

Daily math student interventions to target needs based on student performance from previous STAAR and daily mastery of objectives

Strategy's Expected Result/Impact: insrease student math performance to meet goals

Staff Responsible for Monitoring: 3-5 grade math teachers, Lead Team

Problem Statements: Student Learning 2

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
✓ Accomplished	Considerable Progress	

Strategy 2

Tutoring for all 3-5 students to focus on closing math academic gaps based on student needs

Strategy's Expected Result/Impact: Daily mastery of objectives, small and large scaled district assessments, STAAR

Staff Responsible for Monitoring: 3-5 grade math teachers, Lead Team

Problem Statements: Student Learning 2

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Quest Academy has difficulty producing student growth for all student groups into the performance standards of Masters in all subjects.	Lack of consistency in differentiated instruction that targets students needs in all subjects

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase reading meets/masters in grades 3-5 to meet domain 3 targets provided for all students by the state for 2025-2026

Evaluation Data Source: Large scaled assessments, STAAR, locus dashboard

Strategy 1

Tutoring for all 3-5 students to focus on closing reading academic gaps based on student needs

Strategy's Expected Result/Impact: increase student performances in reading

Staff Responsible for Monitoring: 3-5 grade RLA teachers

Problem Statements: Student Learning 2

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Strategy 2

Daily reading student interventions to target needs based on student performance from previous STAAR and daily mastery of objectives

Strategy's Expected Result/Impact: Daily mastery of objectives, small and large scaled district assessments, STAAR

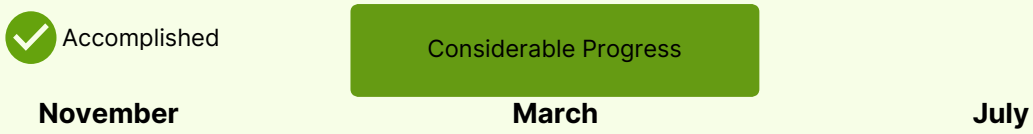
Staff Responsible for Monitoring: 3-5 grade reading teachers, reading interventionists, Lead Team

Problem Statements: Student Learning 2

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Quest Academy has difficulty producing student growth for all student groups into the performance standards of Masters in all subjects.	Lack of consistency in differentiated instruction that targets students needs in all subjects

Performance Objective 3 ☑ High Priority

Increase 3-5 grade special education student performance in reading and math to meet domain 3 high focus targets provided by the state for 2025-2026

Evaluation Data Source: Large scaled district assessments and STAAR, locus dashboard

Strategy 1

Weekly check-ins with sped teachers to review student data and detrmine interventions needed to close academic gaps in reading and math

Strategy's Expected Result/Impact: Meet high focus domain 3 target for state accountability

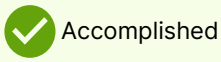
Staff Responsible for Monitoring: Sped Teachers, Lead Team, 3-5 teachers

Problem Statements: Student Learning 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Some Progress

November | March | July

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Quest Academy SPED subgroup's performance has not improved over the past months, hindering overall growth, specifically in 4th grade RLA and overall in Math.	There is insufficient implementation of evidence-based reading interventions during Tier 1 instruction, and small-group SPED instruction. SPED student IEPs lack grade level alignment with student reading gaps identified through formative assessments.

Performance Objective 4 ☑ High Priority

Professional Development provided for teachers based on campus needs from student outcomes for 2025-2026

Evaluation Data Source: Small/large scaled assessments

Strategy 1

Professional development for teachers on a monthly basis on different topics that develop teachers towards closing academic learning gaps in students

Strategy's Expected Result/Impact: Increase student performance on small/large scaled assessments and STAAR

Staff Responsible for Monitoring: Teachers and Leaders

Problem Statements: School Processes & Programs 3

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Some Progress

Moderate Progress

November | March | July

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Half-day PDs at IDEA Quest Academy are not used to develop or provide training on a skill or campus trend.	No clear scope and sequence for teacher development since we did not know if district was wanting us to use time for HQ required PDs or campus developed PDs.

Goal 4 IDEA Quest Academy will Strengthen Culture Through Recognition and Engagement

Performance Objective 1 ☑ High Priority

IDEA Quest Academy Students will engage in programs for Violence Prevention (with parental consent) for 2025-2026

Evaluation Data Source: Safer Smarter Schools

Strategy 1

School Counselor will make arrangements to ensure students who obtain parent consent are engagined in yearly safer smarter school videos.

Strategy's Expected Result/Impact: Promote student awareness and build knowledge around correct actions to take that are safe for all

Staff Responsible for Monitoring: School Counselor

Title I:

Formative Reviews

November	March	July
✓ Accomplished	✓ Accomplished	

Performance Objective 2 ☑ High Priority

IDEA Quest Academy will earn Physical Education Honor Roll for 2025-2026

Evaluation Data Source: Locus Dashboard

Strategy 1

Weekly student engagement in moderate to vigorous physical activity as mandated by the state and district to meet honor roll status for the campus

Strategy's Expected Result/Impact: Increase student physical activity and health awareness

Staff Responsible for Monitoring: PE Teacher/CT, Lead Team

Title I:

Formative Reviews



Performance Objective 3 High Priority

IDEA Quest Academy will meet persistence growth goal as determined by the district for 2025-2026

Evaluation Data Source: Locus dashboard

Strategy 1

Student celebrations on a quarterly basis by campus leaders

Strategy's Expected Result/Impact: Increase stduent persistence

Staff Responsible for Monitoring: Lead Team

Formative Reviews



Strategy 2

Monthly teacher celebrations with students through PBIS incentives for 2025-2026

Strategy's Expected Result/Impact: increase student persistence

Staff Responsible for Monitoring: Teachers and lead team

Formative Reviews



Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALYSSA LAURA ZAPATA-RIOS	COTEACHER	School-wide Program	1
CLAUDIA Malenie BAZAN	SR. COTEACHER	School-wide Program	1
MARIANA TORRES	COTEACHER	School-wide Program	1
MAURICIO GARCIA GUERRERO	COTEACHER	School-wide Program	1
MINERVA ALLEN	TEACHER - INTERVENTIONIST	School-wide Program	1
PRICILLA GONZALEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1

IDEA Public Schools

Quest College Prep

Accountability Rating: A

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

2025-2026 Campus Improvement Plan

Public Presentation Date:
August 29, 2025

Generated by Plan4Learning.com
March 12, 2026 at 10:28 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 14

Data Documentation for CNA 17

Improvement Planning Data 18

Student Data: Assessments 18

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 19

Employee Data 19

Parent/Community Data 19

Goals 20

Goal 1 : Increase average daily attendance 21

Goal 2 : Increase SAA 65 to 67 by meeting 90/60/30 A 23

Goal 3 : Increase staff satisfaction 28

Goal 4 : Increase family satisfaction 30

Goal 5 : MTSS Implementation 33

Title I Summary 37

Title I Personnel 38

Comprehensive Needs Assessment

Demographics

Summary

IDEA Quest serves up to 700 students from communities around Edinburg, including Elsa and Alton. The school's mission is to ensure 100% of its students are prepared for and succeed in college. The student body includes a diverse mix, from low-income and first-generation college students. In addition to strong academic preparation, the school offers a well-rounded experience through UIL academics, athletics, and after-school programs.

Strengths

1. IDEA Quest offers transportation options for RISE and SPED students, ensuring safe and reliable access to education. With dedicated monitors and multiple routes in place, the school prioritizes student support, accessibility, and equity in transportation services.

2. Class sizes are small compared to other schools. 125 students per grade level maximum. Allows for individualized teaching-building of relationships.

3. Teacher retention allows families to build lasting relationships with educators, often having the same teachers for multiple children. Continuity from academy through high school enables further trust to create a stable and supportive learning environment.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our campus is currently experiencing persistently low student attendance rates, falling below the benchmarks. As a result, we are not meeting our annual attendance goals, which negatively impacts student learning outcomes, overall academic performance, and school funding. Contributing factors include chronic absenteeism, lack of parental engagement, and health-related absences.	Lack of consistent communication, inadequate follow-through on ADA Matrix due to lack of tracker on where students were at and who needed to follow up. Their is a lack of operating mechanism on communicating to parents on matrix. Text messages are sent as a letter but power school is not updated and physical letters not sent.
2	Lack of parent engagement, and limited parent involvement are key factors. Increasing the joy factor in learning and offering more inclusive parent events are critical steps toward improving attendance, student engagement, and overall school culture.	Collaborate with AC and CP stakeholders to align events and initiatives to boost a culture of joy and satisfaction. This would include monthly planning meetings, shared event calendar and a unified school community culture.
3 ★	Large amount of sped v sped teacher ratio. Sped students are not closing academic gaps in both reading and math.	Sped Students have a lot of IEP minutes which have to be served Vs teachers pulling and having small instruction
4	Athletics lacks area for a safe and learning environment	Portable is not a function classroom for powerlifting or classroom. Powerlifting items are donated and need new areas for a safety and increase student investment and participation

★ = Priority

Student Learning

Summary

English 1- 92/84/33

English 2 - 88/80/13

Biology - 98/78/37

8th & 9th Alg 1 - 79/56/35

11th US History - 99/94/62

21.02% Composite score on ACT

Telpas Pending

AP Scores - Pending

Strengths

English and Humanities utilized 1:1 technology for AP preparation through out the year.

9-10th ELA 9% passed EOC exams

100% pass 9th BIO EOC and 11th grade US History

Over the past academic year, our school has demonstrated consistent progress across several academic domains, with particular strength in Student Achievement Domain I. The Student Achievement domain earned an A rating, reflecting improvements in overall academic performance on the STAAR exams.

Our campus demonstrated significant profess in supporting English Learners (ELs) toward achieving language proficiency. Notably, the school was recognized as a district leaders in the percentage of EL students on track to exit the EL program during the previous academic year. This success reflects the effectiveness of our targeted English language development instruction, strategic use of language supports in core content areas.

Our campus continues to excel in preparing students for postsecondary success, with a growing number of graduates being accepted to and matriculating at Tier I and Tier II colleges and universities. This achievement reflects the school's commitment to academic excellence, ACT performance, personalized college advising, and a strong culture of college readiness.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students receiving Special Education services are not performing at expected levels on STAAR assessments across multiple subject areas.	Sped teacher focus on IEP Goals not align to STAAR therefore create a gap on students being on grade level. The lack of Decoding to meet the needs of students is not met.
2	An increasing number of students are experiencing high course failure rates and are not on track to graduate (OTG), impacting overall student success.	On-Track to Graduate (OTG) reports are not being consistently or effectively utilized by teachers to identify at-risk students early. As a result, timely interventions are not being implemented by teachers with fidelity, and students fall further behind in earning necessary credits for graduation.
3 ★	The percentage of English Learners (EBs) lack writing skills.	Teachers dont use the telpas writing rubric to meet the needs of EBS in order to provide glows and grows for each student noted on tracker.
4	Families are not aware of AP courses and their impact, plus where their students stand every year to help support and close CCMR goals.	There is a lack of 100% investment of parents to help support teachers in the AP classrooms. Parents are not aware of AP scholar goal, no 1:1 parent meeting and lack of teacher communication through out the year

★ = Priority

School Processes & Programs

Summary

Programs used this year: Albert IO, XI Learning, Class Companion, Edcite, . Culture smart pass, PBIS, Teams

Strengths

Edcite provides great data for all student populations and teks.

Class Companion allows for fast teacher/student feed back for writing

IXL and Albert IO align to rigor for EOY exams across contents.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	AP Bluebook is not accessible or align to edcite so students get to practice	New to AP. Assessment team will need to change to AP testign alignment
2 ★	PBIS not utlized all year from teachers	Teachers and staff have many other tasks that was not prioritized or use with fidelity. Leader/teacher accountability was inconsistent.
3 ★	Teachers are not getting quality professional development from district based on teacher needs	Course leaders for content focus on exams and not best practices. HQ PDs V. Campus needs PD (half days)
4	Professional development needed for campus culture discipline vs bullying	Teachers do not have a clear view and understanding of who and when on the level of infractions for proper consequence. Teachers/ SC/ API are not utilizing a tracker to identify outcomes and follow up on counseling

★ = Priority

Perceptions

Summary

At our school, we prioritize excellent customer service and maintain a commitment to continuous improvement through consistent stakeholder feedback. To ensure we remain aligned with the needs of our community, we conduct two Family and Student Surveys annually, one in the fall and one in the spring, as well as staff climate surveys and follow-up surveys for major family engagement events.

The semi-annual student and family surveys help us identify areas for growth and inform necessary adjustments. For example, when families indicated a need for improved communication, our staff responded with proactive outreach through positive phone calls and messaging. When concerns around campus safety were raised, our operations team took immediate action to strengthen safety protocols. Additionally, survey results from the previous year revealed the need to foster a more positive school climate. In response, we implemented changes that have contributed to significant improvements in student persistence.

Staff climate surveys revealed areas of concern around manager support and absence protocol clarity. As a result, our leadership team implemented measures to address these gaps, such as adjusting workloads and increasing manager accessibility. Teacher feedback regarding the GET (Guidepost for Excellent Teaching) expectations has informed future planning. This feedback will be addressed during the upcoming Lead Team step-back meeting to ensure greater clarity and alignment moving forward. These actions have supported improved staff morale, reflected in a staff retention rate that now exceeds the district benchmark. This progress has been further supported by a strengthened mentoring program and designated time for staff to complete key tasks.

Following each major family engagement event, we gather input via surveys to inform improvements for future experiences. Based on this feedback, we have increased student involvement, adjusted event layouts, and modified schedules to better accommodate families.

Looking ahead, we are committed to enhancing our practices by implementing the following improvements for the upcoming school year:

- Tracking family engagement metrics using STREAM
- Utilizing the SBAA account to fund event supplies
- Hosting additional family events such as Muffins with Mother
- Introducing new homeroom challenges to build community

By leveraging data and feedback from our stakeholders, we continue to build a responsive and inclusive school environment.

Strengths

At Quest College Prep, over 50% of our teachers are rated at Level 5, and 7 out of our 9 Lead Team members hold senior status. However, our educators are more than just a list of impressive achievements; they serve as mentors, role models, and daily sources of inspiration for our students.

Our teachers go beyond delivering a rigorous curriculum. They also lead social-emotional learning lessons and make daily ADA calls to ensure that students are present and engaged. What truly sets our team apart,

however, is the meaningful relationships they cultivate with their students. Each year, this area continues to show notable growth, which is reflected in our student persistence data.

We believe that hands-on learning and collaboration are among the best approaches to education. For instance, during Día de los Muertos, our Spanish classes organized a vibrant school-wide parade that brought learning to life. Our students are not only strong scholars but also active participants in organizations such as UIL Academics and Athletics, Hope Squad (a peer-to-peer suicide prevention group), and other community programs.

One of our greatest points of pride is our consistent achievement of 100% college matriculation. With just two dedicated college counselors, our team ensures that every senior is on track to graduate and enroll in a university. These counselors lead essential programs such as the 8th-to-9th-grade transition meetings, the Excellence Banquet, and Senior Graduation.

Additionally, our school counselor plays a vital role in supporting students' emotional well-being through SEL lessons, fifth-to-sixth-grade transition support, and both individual and group counseling.

At Quest College Prep, we believe that relationships, rigor, and support are the keys to unlocking every student's potential.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Family engagement events are producing low participation and limited impact.	Events are often communicated with short notice, limiting families' ability to plan and attend. Additionally, incentives to encourage participation are not consistently utilized. Lastly, events lack sufficient promotion through social media and other communication channels, reducing visibility and awareness.
2 ★	Staff are overly stressed and struggle where the teams feel is not a safe emotional space.	Teachers struggle with time management and worry about others tasks. Poor planning among task in teams which can cause conflicts.
3	Lack of following up and aligning juniors/seniors to finish school once they withdraw	Inconsistency follow up from SC/Registrar to families for support and follow up with other schools.
4 ★	There were many peer many conflicts between students in which were not reported. Conflicts are occuring outside of school.	Parent and students lack the knowledge between being mean and getting bullied. Teachers also lack what and how to fix these concerns when they are brough up by students. 50% or more of students are not being developed on character skills on what not to do on social media, bullying and other skills to develop citizen on core values

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students receiving Special Education services are not performing at expected levels on STAAR assessments across multiple subject areas.	Sped teacher focus on IEP Goals not align to STAAR therefore create a gap on students being on grade level. The lack of Decoding to meet the needs of students is not met.
2 ★	Our campus is currently experiencing persistently low student attendance rates, falling below the benchmarks. As a result, we are not meeting our annual attendance goals, which negatively impacts student learning outcomes, overall academic performance, and school funding. Contributing factors include chronic absenteeism, lack of parental engagement, and health-related absences.	Lack of consistent communication, inadequate follow-through on ADA Matrix due to lack of tracker on where students were at and who needed to follow up. Their is a lack of operating mechanism on communicating to parents on matrix. Text messages are sent as a letter but power school is not updated and physical letters not sent.
3 ★	Large amount of sped v sped teacher ratio. Sped students are not closing academic gaps in both reading and math.	Sped Students have a lot of IEP minutes which have to be served Vs teachers pulling and having small instruction
4 ★	The percentage of English Learners (EBs) lack writing skills.	Teachers dont use the telpas writing rubric to meet the needs of EBS in order to provide glows and grows for each student noted on tracker.
5 ★	Teachers are not getting quality professional development from district based on teacher needs	Course leaders for content focus on exams and not best practices. HQ PDs V. Campus needs PD (half days)
6 ★	PBIS not utlized all year from teachers	Teachers and staff have many other tasks that was not prioritized or use with fidelity. Leader/teacher accountability was inconsistent.

7 ★	Staff are overly stressed and struggle where the teams feel is not a safe emotional space.	Teachers struggle with time management and worry about others tasks. Poor planning among task in teams which can cause conflicts.
8 ★	There were many peer many conflicts between students in which were not reported. Conflicts are occuring outside of school.	Parent and students lack the knowledge between being mean and getting bullied. Teachers also lack what and how to fix these concerns when they are brough up by students. 50% or more of students are not being developed on character skills on what not to do on social media, bullying and other skills to develop citizen on core values

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Student Data: Assessments

- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Goals

Goal 1 Increase average daily attendance

Performance Objective 1

Quest College Prep will increase ada from 94.65 to 96, a total of 2% by the end of the 25-26 school year

Evaluation Data Source: ADA reports biweekly and hold PTG sessions by grade level with OCS

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

implement effective daily ada huddles

Strategy's Expected Result/Impact: increase by 1%

Staff Responsible for Monitoring: Grade level leaders, admin and APO

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Report out outcomes, report status and next steps	APO, assigned leaders, and teachers	Daily	

Problem Statements: Demographics 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Strategy 2

Implement grade-level attendance competitions and recognition programs.

Strategy's Expected Result/Impact: Decrease tardies and increase higher percent of students arriving on time

Staff Responsible for Monitoring: OPS, grade level teachers and admin

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Promote daily percent per homeroom and give morning shout-outs.	APO	bi weekly	

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our campus is currently experiencing persistently low student attendance rates, falling below the benchmarks. As a result, we are not meeting our annual attendance goals, which negatively impacts student learning outcomes, overall academic performance, and school funding. Contributing factors include chronic absenteeism, lack of parental engagement, and health-related absences.	Lack of consistent communication, inadequate follow-through on ADA Matrix due to lack of tracker on where students were at and who needed to follow up. Their is a lack of operating mechanism on communicating to parents on matrix. Text messages are sent as a letter but power school is not updated and physical letters not sent.

Goal 2 Increase SAA 65 to 67 by meeting 90/60/30 A

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

50% of 6-10 grade Sped Students will meet approaches grade level on STAAR assessments.

Evaluation Data Source: Exit tickets, Internal assessments

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Ensure fidelity to IEP accommodations through regular SPED walkthroughs and coaching.

Strategy's Expected Result/Impact: 100% of sped students meeting math & reading growth goals

Staff Responsible for Monitoring: Sped teacher, Sped leader, Teacher of record and API

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Track & measure growth goals for every exam	teachers of record and sped teacher	monthly	
2	Consistent in classs upport for all staar assessments	sped teacher and leader	weekly	

Problem Statements: Demographics 3 - Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Large amount of sped v sped teacher ratio. Sped students are not closing academic gaps in both reading and math.	Sped Students have a lot of IEP minutes which have to be served Vs teachers pulling and having small instruction

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students receiving Special Education services are not performing at expected levels on STAAR assessments across multiple subject areas.	Sped teacher focus on IEP Goals not align to STAAR therefore create a gap on students being on grade level. The lack of Decoding to meet the needs of students is not met.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By June 2026, Increase SAA from 52 to 57 in 6-9 math

Evaluation Data Source: Exit tickets, data boad, Internal assessments, mocks

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Implement targeted math intervention groups for 6th through 8th grade students based on assessment data.

Strategy's Expected Result/Impact: 10:1 for intentional support

Staff Responsible for Monitoring: Teacher of record

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	intential seating chart for small group in every classroom	teacher	3 weeks	

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	March	July
Considerable Progress	Moderate Progress	

Strategy 2

Provide ongoing professional development for math teachers focused on STAAR-aligned instruction and data analysis.

Strategy's Expected Result/Impact: Strinbg first teach and master differeniate to meet the needs of all students

Staff Responsible for Monitoring: APi and Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Track GET 3	manager	weekly	

Problem Statements: Demographics 3 - School Processes & Programs 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Large amount of sped v sped teacher ratio. Sped students are not closing academic gaps in both reading and math.	Sped Students have a lot of IEP minutes which have to be served Vs teachers pulling and having small instruction

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Students receiving Special Education services are not performing at expected levels on STAAR assessments across multiple subject areas.	Sped teacher focus on IEP Goals not align to STAAR therefore create a gap on students being on grade level. The lack of Decoding to meet the needs of students is not met.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Teachers are not getting quality professional development from district based on teacher needs	Course leaders for content focus on exams and not best practices. HQ PDs V. Campus needs PD (half days)

Performance Objective 3 ☑ High Priority

10% Increase ELAR/MATH Growth Goals

Evaluation Data Source: IAs, ET, data board, summatives and formatives

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Teachers to have Growth Goal conversations and celebrate wins for students projected to meet growth goal.

Formative Reviews



Performance Objective 4 ☑ High Priority

50% csi students in 6/7 will grow 2 readig levels or higher on Ren STAR

Evaluation Data Source: Ren Staar exams, RD 1 boy, moy and eoy

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Students will attend tutorials on reading comprehension

Strategy's Expected Result/Impact: April robles and API m. Caballero

Staff Responsible for Monitoring: M. Caballero

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Tutorials on area of gap	teacher of record	Weekly	

Title I: 2.5.1, 2.5.2, 2.5.3

Formative Reviews

November	March	July
Some Progress	Some Progress	

Goal 3 Increase staff satisfaction

Performance Objective 1 ☑ High Priority

By May 2026, increase staff agreement that IDEA is a mentally/emotionally healthy workplace from 48% to 50%, and supportive of work-life balance from 52% to 54%, per staff survey.

Evaluation Data Source: In school surveys and monthly check ins

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Implement monthly wellness activities based on EQ and staff appreciation events.

Strategy's Expected Result/Impact: Feel a sense of belonging and personal gains in EQ

Staff Responsible for Monitoring: API and Principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Teachers and staff talke EQ and identify and plan OCS	all staff	quaterly	

Problem Statements: Student Learning 3 - School Processes & Programs 2, 3 - Perceptions 2

Title I: 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	The percentage of English Learners (EBs) lack writing skills.	Teachers dont use the telpas writing rubric to meet the needs of EBS in order to provide glows and grows for each student noted on tracker.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	PBIS not utlized all year from teachers	Teachers and staff have many other tasks that was not prioritized or use with fidelity. Leader/teacher accountability was inconsistent.
3	Teachers are not getting quality professional development from district based on teacher needs	Course leaders for content focus on exams and not best practices. HQ PDs V. Campus needs PD (half days)

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Staff are overly stressed and struggle where the teams feel is not a safe emotional space.	Teachers struggle with time management and worry about others tasks. Poor planning among task in teams which can cause conflicts.

Goal 4 Increase family satisfaction

Performance Objective 1 ☑ High Priority

By May 2026, increase parent participation in school events and academic meetings by 10%, as measured by sign-in sheets and surveys.

Evaluation Data Source: Sign in sheets - attendance

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Use multiple communication platforms to inform and invite families to participate.

Strategy's Expected Result/Impact: Increase by 5% each time

Staff Responsible for Monitoring: Social Counselor

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	create events in advance and send out communication through multiple channels	SC	Weekly	

Problem Statements: Demographics 1 - Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our campus is currently experiencing persistently low student attendance rates, falling below the benchmarks. As a result, we are not meeting our annual attendance goals, which negatively impacts student learning outcomes, overall academic performance, and school funding. Contributing factors include chronic absenteeism, lack of parental engagement, and health-related absences.	Lack of consistent communication, inadequate follow-through on ADA Matrix due to lack of tracker on where students were at and who needed to follow up. Their is a lack of operating mechanism on communicating to parents on matrix. Text messages are sent as a letter but power school is not updated and physical letters not sent.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	There were many peer many conflicts between students in which were not reported. Conflicts are occuring outside of school.	Parent and students lack the knowledge between being mean and getting bullied. Teachers also lack what and how to fix these concerns when they are brough up by students. 50% or more of students are not being developed on character skills on what not to do on social media, bullying and other skills to develop citizen on core values

Performance Objective 2 ☑ High Priority

Increase Persistence in each grade level by 10%

Evaluation Data Source: SC, GLL and API

Summative Evaluation: Met Performance Objective

Strategy 1

Grade Level Lunch Bunches and student recognitions

Strategy's Expected Result/Impact: We will retian 5% more new to IDEA students than the year before.

Staff Responsible for Monitoring: School Conselor and grade level leaders

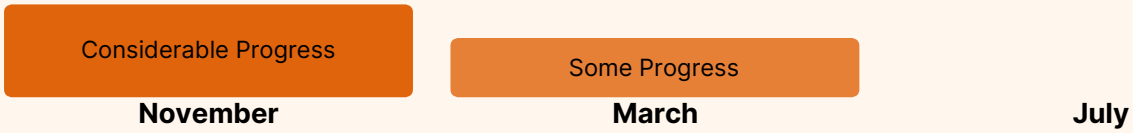
Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Lunch Bunches	GLL	every Quarter	
2	NTI check in points	School Counselor	every quarter	
3	Student recognittions	GLL and lead team	every month	

Title I: 2.5.1, 2.5.3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Goal 5 MTSS Implementation

Performance Objective 1

By May 2026, implement MTSS campus-wide, with 100% of core teachers using progress monitoring tools. Tier 2 and Tier 3 students will demonstrate measurable growth on their end-of-year assessments.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Train staff on restorative practices and de-escalation strategies for all tiers.

Strategy's Expected Result/Impact: Students are being successful in academics, behavioral and social-emotional needs are met by all staff

Staff Responsible for Monitoring: All teachers, GLL, PI, SC and principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Tracker is being used with fidelity on tier and interventions plans are being updated frequently	GLL and API	3 weeks	

Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 3 - Perceptions 4

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Our campus is currently experiencing persistently low student attendance rates, falling below the benchmarks. As a result, we are not meeting our annual attendance goals, which negatively impacts student learning outcomes, overall academic performance, and school funding. Contributing factors include chronic absenteeism, lack of parental engagement, and health-related absences.	Lack of consistent communication, inadequate follow-through on ADA Matrix due to lack of tracker on where students were at and who needed to follow up. Their is a lack of operating mechanism on communicating to parents on matrix. Text messages are sent as a letter but power school is not updated and physical letters not sent.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	The percentage of English Learners (EBs) lack writing skills.	Teachers dont use the telpas writing rubric to meet the needs of EBS in order to provide glows and grows for each student noted on tracker.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	Teachers are not getting quality professional development from district based on teacher needs	Course leaders for content focus on exams and not best practices. HQ PDs V. Campus needs PD (half days)

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	There were many peer many conflicts between students in which were not reported. Conflicts are occuring outside of school.	Parent and students lack the knowledge between being mean and getting bullied. Teachers also lack what and how to fix these concerns when they are brough up by students. 50% or more of students are not being developed on character skills on what not to do on social media, bullying and other skills to develop citizen on core values

Performance Objective 2

By May 2026, implement a violence prevention and intervention plan within the MTSS framework, ensuring

that 100% of Tier 2 and Tier 3 behavioral incidents are addressed with documented interventions, restorative practices, and follow-up support.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Lessons to parents and students on bullying vs. being mean, host peer mediations, and follow through with student counseling referrals

Strategy's Expected Result/Impact: Lower Tier 2-3 on behavior, reduce number of discipline and increase parent satisfaction

Staff Responsible for Monitoring: GLL, SC and API

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	GLL and SC discuss in GLM students of concern and add to list	GLL? SC	weekly	

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

Moderate Progress	Some Progress	
November	**March**	**July**

Performance Objective 3 ☑ High Priority

By May 2026, implement a Positive Behavioral Interventions and Supports (PBIS) framework with fidelity, ensuring that 100% of classrooms use school-wide behavior expectations and that Tier 2/3 behavior plans are tracked and reviewed monthly.

Evaluation Data Source: PBIS Report & Student survey

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Consistent monitoring of PBIS implementation through classroom observations and behavior data reviews.

Strategy's Expected Result/Impact: Increase % of joy and celebrations each month

Staff Responsible for Monitoring: teachers, admin and principal

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Review data weekly during Tacticals	API and Principal	weekly	

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	PBIS not utlized all year from teachers	Teachers and staff have many other tasks that was not prioritized or use with fidelity. Leader/teacher accountability was inconsistent.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
AARON Neil BALDWIN	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Rio Grande City Academy

2025-2026 Campus Improvement Plan

Board Approval Date:
August 12, 2025

Public Presentation Date:
August 29, 2025

Generated by Plan4Learning.com
March 12, 2026 at 10:02 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Goals 16

Goal 1 : IDEA Rio Grande City Academy will increase overall academic achievement data i... 17

Goal 2 : IDEA Rio Grande City Academy will increase academic achievement data of stud... 20

Goal 3 : IDEA Rio Grande City Academy will meet Average Daily Attendance goal for 25-2... 22

Goal 4 : IDEA Rio Grande City Academy will meet TELPAS composite growth 25

Goal 5 : K-2 students will achieve their growth goal as demonstrated by DIBELS for the 2... 26

Title I Summary 27

Title I Personnel 28

Comprehensive Needs Assessment

Demographics

Summary

IDEA Rio Grande City Academy is a Kinder- 5th grade campus established in 2017 in Rio Grande City, Texas. Serving 700 students from a low economic population in Rio Grande City, Roma and La Grulla, Texas. Our staff currently consists of 56 staff members ranging in expierence from 1-10 years in the classroom. We offer a varitey of programs at our campus that focus on student learning and student development, such as Special education, RISE, Critical student intervention and electives to name a few. Our enrollment consists of the following:

Kinder: 99

1st: 99

2nd: 126

3rd: 120

4th: 120

5th: 124

Strengths

Many of our currently enrolled students are part of our founding class.
Our entire community is fully connected and engaged with one another.
We provide a wide range of programs and electives available both during the school day and after school.

Staff retention is about a 98-100% for teacher retention.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Enrollment in the lower grades continues to decline in Kinder, 1st and 2nd.	Lack of Pre-K and community competition with Pre-K/3 and Pre-K 4 programs.

★ = Priority

Student Learning

Summary

Our students have shown consistent growth each day; however, significant learning gaps remain. From the outset, we recognized that accelerating student growth would be a primary focus. We prioritized understanding both our students and the data, using strategic decisions and targeted observations driven by that data. Data tracking became a cornerstone of our approach, and it has played a key role in the progress we've seen.

This year's data indicates that students faced challenges in Reading and Writing, particularly with the new assessment. Despite that, our Kinder through 2nd-grade students finished the year on or above grade level in both Reading and Math, and demonstrated strong performance in Math, Science, and Social Studies overall.

As we move forward, our focus continues to center on improving student performance and growth, increasing the number of students reaching 'Meets' and 'Masters' levels, and most importantly, raising rigor in every classroom. Additionally, we recognize the need to enhance cross-curricular collaboration to support ongoing teacher development and learning.

Strengths

Kinder-2nd Dibels growth:

Kinder: 80% growth

1st: 85% growth

2nd: 79% growth

3rd-5th grade:

Massive gains in 3rd-5th grade Reading, Math and Science

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Need to push rigor in Kinder-5th grade classrooms.	Proper professional development and academic focus on pushing rigor in classrooms.

★ = Priority

School Processes & Programs

Summary

Programs for coaching teachers:

GET

Teachboost

Goal setting, 2x2, APR's

Coaching conversations

Programs for enrichment:

IXL
Imagine learning

STAAR master

Sirius

Lexia-Core

Strengths

Professional Development on Campus

Lead team tacticals

Instructional rounds

Instructional tactical

At our campus we have campus based instructional rounds that allow us to determine strengths and trends that we need to coach our teachers on. We use tools such as the GET to determine what the teachers need to work on. This allows my leaders to coach their teachers effectively and consistently.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Overall low performance on GET 3 for our staff.	Lack of professional development opportunities for staff on GET3.
2 ★	Inconsistent focus on rigor in lesson plans.	Lack of consistent look fors for rigor at the leader level.

★ = Priority

Perceptions

Summary

The Leadership Team maintains a strong and visible presence with parents, teachers, and community members. Families and community partners regularly seek opportunities to volunteer on campus and support our educators.

While overall teacher retention has not been our primary focus, we are committed to retaining all staff members—including both teachers and co-teachers. Last year, we achieved a 100% teacher retention rate and a 96% overall staff retention rate. As a result, our focus moving forward will be on improving co-teacher retention. A key strategy for this is identifying and leveraging their strengths to create meaningful pathways for growth and future promotions.

To ensure we are consistently addressing the needs of our staff, we administer staff feedback surveys twice a year—once in the fall and again in the spring. In addition, we use the Great Place to Work (GPTW) surveys to gather valuable insights and feedback from our team.

Strengths

Ended the year with 90% GPTW survey results.

Persistence at a all time high in comparison to other years.

Teacher Communication: Our teachers are aware of our important dates and communication is given through campus smore "Principal Weekly" every Monday. This allows teachers to know what to expect with upcoming events. We also use our Teacher HUB to store campus documents.

Parent communication: We use remind, parent weekly, facebook and phone calls as our main sources of communication. This allows us to clearly communicate with our stakeholders.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Social and emotional needs of students are not being met	We need a stronger system to refer students to the counselor for services.
2 ★	Sharpen processes for crisis behaviors on campus by having a strong behavior de-escalation plan for students that need it.	Crisis team plan lacks behavioral training and supports.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Enrollment in the lower grades continues to decline in Kinder, 1st and 2nd.	Lack of Pre-K and community competition with Pre-K/3 and Pre-K 4 programs.
2 ★	Need to push rigor in Kinder-5th grade classrooms.	Proper professional development and academic focus on pushing rigor in classrooms.
3 ★	Overall low performance on GET 3 for our staff.	Lack of professional development opportunities for staff on GET3.
4 ★	Inconsistent focus on rigor in lesson plans.	Lack of consistent look fors for rigor at the leader level.
5 ★	Social and emotional needs of students are not being met	We need a stronger system to refer students to the counselor for services.
6 ★	Sharpen processes for crisis behaviors on campus by having a strong behavior de-escalation plan for students that need it.	Crisis team plan lacks behavioral training and supports.

★ = Priority

Goals

Goal 1 IDEA Rio Grande City Academy will increase overall academic achievement data in 3rd-5th grade.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase the Meets Grade Level performance on STAAR to 49% in 3rd and 4th Grade Math by the end of the 2025-2026 school year.

Strategy 1

Targeted tracking and monitoring of all students by tek and by priority.

Strategy's Expected Result/Impact: Knowing the data and understanding how students perform.

Staff Responsible for Monitoring: Teachers, leaders

Problem Statements: Student Learning 1

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Strategy 2

Ensure all math lessons are tightly aligned to STAAR-aligned TEKS, with a focus on readiness standards and question types at the Meets level.

Strategy's Expected Result/Impact: Closing gaps and focusing on high-level rigor to push meets

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Need to push rigor in Kinder-5th grade classrooms.	Proper professional development and academic focus on pushing rigor in classrooms.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

80% scholars earn at least 1 point for Academic Growth.

Strategy 1

Use BOY data to set individual STAAR growth goals with every student and monitor progress consistently throughout the year.

Strategy's Expected Result/Impact: Track towards growth goals and have data visibility

Staff Responsible for Monitoring: Teachers, leaders

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

50% of Accelerated Learning (HB1416) scholars will hit approaches or higher for the 25-26 school year.

Strategy 1

Develop clear, individualized AIPs that identify priority TEKS and include specific skill targets, aligned to STAAR readiness and supporting standards and track and monitor progress.

Strategy's Expected Result/Impact: Students that didn't pass, will pass.

Staff Responsible for Monitoring: Teachers, Leaders

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress	Moderate Progress	

November	March	July

Goal 2 IDEA Rio Grande City Academy will increase academic achievement data of students in special programs.

Performance Objective 1 ☑ High Priority

60% Sub populations (SPED and/or ELL) will meet Domain 3 STAAR Growth Measure for the 25-26 school year

Strategy 1

Set up individualized growth plans on STAAR-aligned growth targets for all SPED and ELL students using BOY data and ensure IEPs/LPAC supports align.

Strategy's Expected Result/Impact: Students will meet their growth goals

Staff Responsible for Monitoring: Sped teachers, leaders

Title I: 2.5.1, 2.5.3

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 2 ☑ High Priority

50% of CSI students end the year on/above grade level.

Strategy 1

Accelerate Learning for CSI Students Through Targeted, Data-Driven Instruction

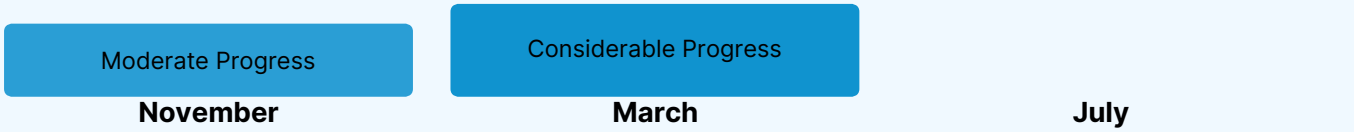
Strategy's Expected Result/Impact: Tiered Interventions: Use RTI/MTSS systems to deliver consistent, data-driven small-group support, monitored every 2-3 weeks.

Instructional Alignment: Ensure Tier 1 instruction is rigorous, TEKS-aligned, and accessible through differentiation and scaffolds.

Progress Monitoring Cycles: Conduct regular data meetings to analyze progress, regroup students, and adjust plans based on student needs.

Staff Responsible for Monitoring: CSI teachers, leaders

Formative Reviews



Goal 3 IDEA Rio Grande City Academy will meet Average Daily Attendance goal for 25-26.

Performance Objective 1

Decrease chronically absenteeism by meeting the goal of 10.13% by May 2026.

Strategy 1

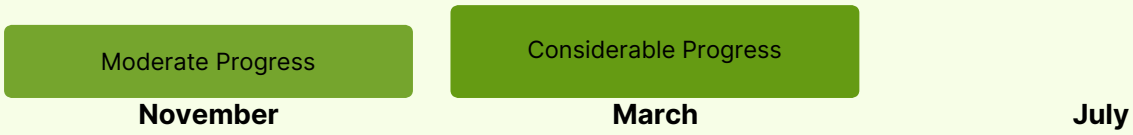
Increase Data Visibility to Drive Daily Attendance Actions

Strategy's Expected Result/Impact: Leverage the Engagement Tracker and ADA Tracker to share actionable attendance data campus-wide.

Conduct regular check-ins with the APO to ensure SIS data is flowing consistently and daily metrics are accurate and timely.

Staff Responsible for Monitoring: APO, GTL, Lead Team, Teachers

Formative Reviews



Strategy 2

Create a Culture of Celebration Around Attendance

Strategy's Expected Result/Impact: Recognize and celebrate the highest-performing grade level each week based on ADA.

Implement weekly student raffles tied to individual attendance.

Provide incentives for classrooms with the highest ADA to drive teacher and student ownership.

Staff Responsible for Monitoring: APO, GTL, Lead Team, Teachers

Formative Reviews



Strategy 3

Strengthen Fidelity to ADA Tracking Systems

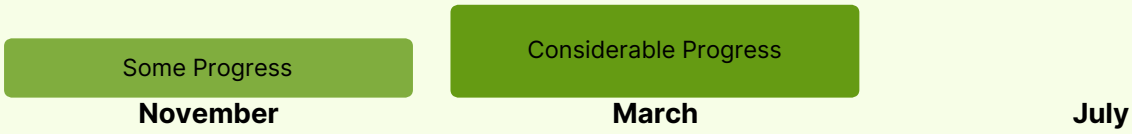
Strategy's Expected Result/Impact: Use leadership check-ins to hold team leads accountable for executing the campus ADA process.

Ensure all teachers complete daily attendance tracking with accuracy and urgency.

Monitor and escalate chronically absent students through the ADA Tracker and include data pushes in weekly operations huddles.

Staff Responsible for Monitoring: APO, Principal, Leaders

Formative Reviews



Performance Objective 2

Ensure campus meets Healthy Kids Here goal on campus

Strategy 1

Promote Whole-Child Wellness Through the "Healthy Kids Here" Initiative

Strategy's Expected Result/Impact: Attendance: Connect physical and mental wellness to ADA goals through student messaging and classroom check-ins.

Staff Responsible for Monitoring: APO, Teachers, Nurses, Principal

Formative Reviews



Performance Objective 3

Cultivate a Safe and Joyful School Culture for Students and Families

Strategy 1

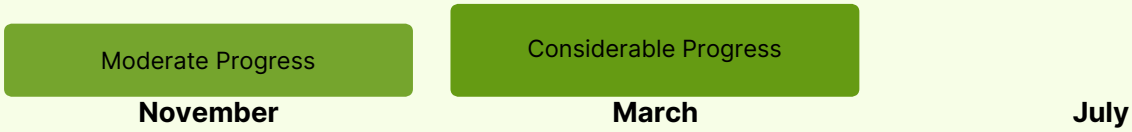
Use proactive PBIS strategies and celebrate positive behaviors consistently across campus.

Strategy's Expected Result/Impact: Positive behavior intervention systems in place.

Staff Responsible for Monitoring: Teachers, Counselor, Lead Team

Problem Statements: Perceptions 1

Formative Reviews



Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Social and emotional needs of students are not being met	We need a stronger system to refer students to the counselor for services.

Goal 4 IDEA Rio Grande City Academy will meet TELPAS composite growth

Performance Objective 1 ☑ High Priority

46% of EL students will make 1 level composite growth in TELPAS for the 25-26 school year

Strategy 1

Accelerate English Language Proficiency for Emergent Bilingual (EB) Students through TELPAS tutorials and in-class support.

Strategy's Expected Result/Impact: Data-Driven Instruction: Use BOY TELPAS and formative writing samples to group students and set targeted language goals.

Explicit Language Support: Integrate daily language objectives into content instruction and ensure teachers are using sheltered instruction strategies.

Progress Monitoring: Track ongoing student progress using writing rubrics, speaking protocols, and language check-ins every 6 weeks.

Staff Responsible for Monitoring: TELPAS point person, Leaders, Teachers

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Strategy 2

Track ongoing student progress throughout the year.

Strategy's Expected Result/Impact: This will allow us to know our students and track towards overall composite growth.

Staff Responsible for Monitoring: TELPAS point person, leaders, teachers

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Goal 5 K-2 students will achieve their growth goal as demonstrated by DIBELS for the 25-26 school year

Performance Objective 1

70% of K-2 students will meet their DIBELS growth goal.

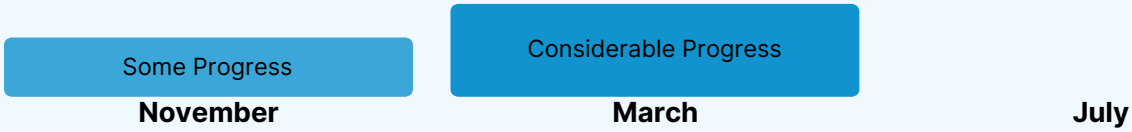
Strategy 1

Strengthen foundational literacy skills through targeted reading intervention.

Strategy's Expected Result/Impact: Expand and intensify DIBELS-based intervention groups by increasing frequency, ensuring fidelity to intervention protocols, and monitoring progress biweekly to adjust supports.

Staff Responsible for Monitoring: K-2 API, Teachers

Formative Reviews



Strategy 2

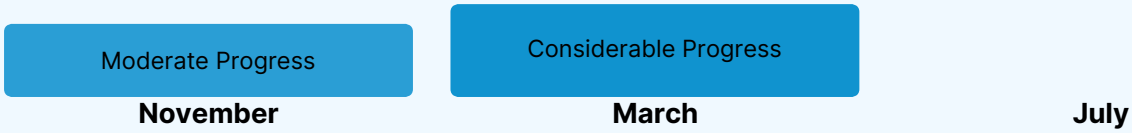
Build a growth-centered culture by setting clear goals and consistently tracking student progress.

Strategy's Expected Result/Impact: Establish individualized growth goals using student data and communicate these goals to students and families.

Support teachers in integrating goal-tracking systems into classroom routines.

Ensure students regularly monitor their own progress and celebrate milestones to promote ownership and motivation.

Formative Reviews



Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALEJANDRA DENNISE FALCON	COTEACHER	School-wide Program	1
ANA LIZA FALCON	COTEACHER	School-wide Program	1
ANGELICA Maria BAZAN	SR. COTEACHER	School-wide Program	1
DANIELA AGUAYO	COTEACHER	School-wide Program	1
DEE DEE Marie BERMEA	TEACHER - INTERVENTIONIST	School-wide Program	1
LILITH Diana ALVAREZ	TEACHER - INTERVENTIONIST	School-wide Program	1
MAY BELLE RAMOS	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1

IDEA Public Schools

Rio Grande City College Prep

2025-2026 Campus Improvement Plan

Public Presentation Date:
August 6, 2025

Generated by Plan4Learning.com
March 12, 2026 at 10:02 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Data Documentation for CNA 13

Improvement Planning Data 14

Goals 15

Goal 1 : Increase student average daily attendance. 16

Goal 2 : Increase academic achievement data for students in Special Education. 19

Goal 3 : Increase the percentage of students achieving Meets and Masters on STAAR EO... 21

Goal 4 : Increase the number of students who are TSI-exempt in Reading and Math. 24

Goal 5 : Increase Student Persistence 27

Title I Summary 30

Title I Personnel 31

Committees 32

Public Town Hall Meeting 33

Meeting Logs 33

Members 33

CNA Perceptions 33

Meeting Logs 33

Members 33

CNA School Processes & Programs 33

Meeting Logs 34

Members 34

CNA Demographics 34

Meeting Logs 34

Members 34

CNA Student Learning 34

Meeting Logs 34

Members 35

Comprehensive Needs Assessment

Demographics

Summary

IDEA Rio Grande City College Prep is a tuition-free, open-enrollment public charter school that serves approximately 700 students across grades 6–12 in rural South Texas. As part of the IDEA Public Schools network, our school was established to provide a rigorous, college-preparatory education to traditionally underserved communities. The majority of our student population identifies as Hispanic and economically disadvantaged, with many being first-generation college-bound scholars. We operate under the belief that every child, regardless of background, can and will succeed in college.

Our campus offers a range of programs tailored to meet the needs of our students and community. We provide Bilingual/ESL services, Special Education support, and an RTI program. Our students benefit from rigorous instruction and various athletic programs. College readiness is at the core of our mission, supported through AP course offerings, TSI preparation, and ongoing family engagement efforts. These programs reflect our commitment to holistic student development and align with the values and aspirations of our families and stakeholders.

Strengths

- IDEA Rio Grande City College Prep serves a majority of economically disadvantaged students while maintaining a strong college matriculation rate.
- The campus maintains high staff retention due to a positive school culture and competitive salary packages.
- We have seen increased persistence in students who begin with us in 6th grade through 12th grade, indicating strong culture and academic alignment across grade levels.
- Our special populations, including SPED and EB students, are showing improved STAAR performance growth year-over-year due to targeted supports and inclusive practices.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	There is a need to improve student persistence rates, particularly among students who are new to IDEA and those in grades 8 and 9.	Ineffective onboarding and communication of school culture, academic expectations, and available support during the first quarter, along with limited extracurricular activities.
2	Emergent Bilingual (EB) students are performing significantly below both their Special Education (SPED) and general education peers across key academic indicators, highlighting a persistent performance gap.	Current instructional practices and professional development are not sufficiently differentiated to support EB students in overcoming language barriers and accessing grade-level content, limiting their academic growth.

★ = Priority

Student Learning

Summary

The campus has shown strong progress in student achievement, with gains in standardized test scores, an increase in AP Scholars, and positive growth in RenSTAR data and among Emergent Bilingual students. However, areas of growth include increasing academic rigor, promoting greater student ownership of learning, and improving student engagement in tracking their own academic progress. Addressing these challenges through targeted professional development, student-centered practices, and data-driven goal-setting will help sustain and accelerate the campus's overall success.

Strengths

The campus has demonstrated positive momentum in student achievement, as reflected in multiple data points. Standardized assessment scores show overall growth, and the number of AP Scholars has increased, indicating both access to and success in advanced coursework. RenSTAR data reveals steady progress in reading and math proficiency across grade levels, with many students meeting or exceeding expected growth. Additionally, Emergent Bilingual (EB) students are showing encouraging trends, with growth targets being met in language proficiency and academic performance.

These gains suggest that current instructional strategies and support systems are having a meaningful impact. Continued focus on differentiated instruction, targeted interventions, and monitoring of student progress will be essential in sustaining and accelerating this progress across all student groups.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Instructional rigor across classrooms is inconsistent, limiting student access to higher-order thinking and grade-level expectations.	Teachers need support and development in designing and delivering rigorous, standards-aligned instruction that incorporates higher-order questioning and complex problem-solving.
2	Students lack opportunities to take ownership of their learning, resulting in limited engagement and personal accountability.	Instructional practices are primarily teacher-directed, with insufficient integration of student goal-setting, reflection, and voice in the learning process.
3	Students are not consistently tracking or using their academic data to guide their learning and set goals.	There are limited structures and routines in place to support student use of data, including reflection tools and time dedicated to reviewing progress.

★ = Priority

School Processes & Programs

Summary

At IDEA Rio Grande City College Prep, we prioritize data-driven instruction, consistent staff development, and operational excellence. Our teacher ratings reflect a commitment to high expectations: 92% of teachers were rated as proficient or higher in Instructional Delivery on the GET Rubric. We conduct weekly coaching cycles, leadership team meetings, and data meetings to maintain alignment across grade levels and content areas. Our campus has a strong culture of feedback and professional growth, with 100% of teachers receiving weekly coaching or check-ins. All teachers have access to high-quality curriculum resources aligned with TEKS and STAAR rigor.

Strengths

- 92% of teachers rated proficient or higher in Instructional Delivery on the GET Rubric.
- 100% of teachers receive weekly coaching or check-ins with their manager.
- 85% teacher retention rate for the 2024–2025 school year.
- 95% of classrooms met the student engagement standard in the most recent instructional walkthroughs.
- Our student attendance rate remains above 97%, reflecting strong student investment in our academic programs.
- IDEA Rio Grande City CP had 100% participation in staff professional development days.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Our campus has inconsistent implementation of systems for progress monitoring of struggling students across grade levels.	There is not a standardized, campus-wide approach or protocol for tracking Tier II and Tier III interventions across all grade levels, which limits teachers' ability to consistently adjust instruction based on real-time data.
2	New-to-IDEA (NTI) teachers often require additional time and support to fully internalize and effectively implement IDEA's curriculum and instructional model. To ensure consistency in instructional quality and accelerate teacher development, NTI training should be implemented for all teachers new to the organization--regardless of prior experience--to build a strong foundation and promote long-term	Onboarding and training for new-to-IDEA teachers is not always differentiated by prior experience, and weekly planning support may not be sufficiently aligned to teacher readiness levels.
3	Our school struggles to retain high-performing teachers in high-need content areas, such as SPED and Math.	While we offer strong coaching and support, we lack targeted retention strategies and long-term development pathways for high-performing teachers in high-need areas, contributing to attrition due to burnout or external opportunities.

★ = Priority

Perceptions

Summary

The overall perception of the school is overwhelmingly positive. Teachers describe the campus as welcoming, safe, and student-centered, with a shared belief in the importance of academic excellence and holistic support. Staff consistently report feeling part of a strong, mission-driven community where collaboration and student success are prioritized. Families express appreciation for the inclusive and nurturing environment, noting that they feel welcomed and valued as partners in their children's education. This sense of trust and community serves as a foundational strength of the campus culture.

Strengths

- Collaborative School Culture: Teachers feel supported by their colleagues and administrators, and they view the school as a place where everyone works together for the common goal of student achievement.
- Staff Commitment: Educators routinely go above and beyond to meet students' academic and emotional needs, reinforcing a culture of care and high expectations.
- Welcoming Environment for Families: Parents and guardians report that they feel invited and encouraged to participate in school events and decision-making processes.
- Consistent Communication: Families appreciate the school's efforts to maintain regular communication about student progress, upcoming events, and school initiatives.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Language barriers are limiting full engagement from Spanish-speaking families due to school communication primarily being delivered in English.	There is no consistent system in place to ensure all school communication is translated and interpretation is provided, leading to the exclusion of non-English-speaking families.
2	Families are often confused or miss important updates due to inconsistent and fragmented communication across multiple platforms.	The campus lacks a unified, prioritized communication system and does not consistently track or honor family preferences for how they receive school information.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **Campus goals**
- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Goals

Goal 1 Increase student average daily attendance.

Performance Objective 1 ☑ High Priority

Implement and sustain Daily ADA Huddles to monitor and respond to attendance trends.

Evaluation Data Source: PowerBI

Strategy 1

Implement Attendance Intervention Meetings - Schedule biweekly attendance review meetings with the APO and GTLs to identify and meet with students and parents who have 3 or more absences.

Strategy's Expected Result/Impact: Increased awareness and early intervention for students at risk of poor attendance.

Staff Responsible for Monitoring: APO & GTLs

Title I: 2.5.1, 2.5.3

Formative Reviews

	November	March	July
Considerable Progress			

Strategy 2

Initiate Home Visit Protocol - Conduct home visits for students with excessive absences when phone or email communication is unsuccessful, to better understand and address root causes of absenteeism.

Strategy's Expected Result/Impact: Reduction in unresolved absenteeism cases due to personalized outreach.

Staff Responsible for Monitoring: APO & School Counselor

Title I: 2.5.1, 2.5.3

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 2 ☑ High Priority

Reduce chronic absenteeism by 2% compared to the 2024-2025 school year.

Evaluation Data Source: PowerBI

Strategy 1

Create a Tiered Support System - Identify chronically absent students and assign them to mentors who will check in weekly and partner with families on barriers to attendance.

Strategy's Expected Result/Impact: Improved attendance and stronger student-adult relationships.

Staff Responsible for Monitoring: Counselor & GTLs

Title I: 2.5.1, 2.5.3

Formative Reviews

	November	March	July
Considerable Progress			

Strategy 2

Host Monthly Attendance Celebrations - Recognize students with improved or perfect attendance each month through public celebrations, certificates, and incentives.

Strategy's Expected Result/Impact: Positive reinforcement leading to improved attendance rates.

Staff Responsible for Monitoring: APO & GTLs

Title I: 2.5.1, 2.5.3

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 3 ☑ High Priority

Achieve at least 98% average daily attendance during STAAR, TELPAS, and AP testing weeks in Spring 2026, while actively promoting student wellness through the Healthy Kids Here program to reduce illness-related absences.

Evaluation Data Source: District Testing Completion Tracker

Strategy 1

Run STAAR Attendance Awareness Campaign - Launch a campus-wide campaign two weeks

before testing to promote the importance of showing up on test days, including incentives and classroom competitions that also highlight healthy habits.

Strategy's Expected Result/Impact: Increased test week attendance through awareness and motivation.

Staff Responsible for Monitoring: APO & Testing Coordinator

Title I: 2.5.3

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Offer Attendance Contingency Plans - Prepare transportation support for students flagged as high-risk for missing test days, in coordination with families and transportation services, while also promoting preventative health measures through Healthy Kids Here messaging.

Strategy's Expected Result/Impact: Minimized test-day absences due to preemptive logistics and wellness messaging.

Staff Responsible for Monitoring: APO & Campus Health Aid

Title I: 2.5.1, 2.5.3

Formative Reviews

	November	March	July
Moderate Progress			

Goal 2 Increase academic achievement data for students in Special Education.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By February 2026, 100% of special education students in general education settings will receive targeted small-group or in-class intervention at least twice per week based on STAAR-aligned data.

Evaluation Data Source: Campus Based Trackers
District Dashboards

Strategy 1

Create a Targeted Intervention Schedule - Ensure teachers and interventionists are scheduled to support SPED students during content blocks identified by low performance on common assessments.

Strategy's Expected Result/Impact: More SPED students receiving interventions aligned to their needs.

Staff Responsible for Monitoring: SPED Manager & SPED Teachers

Title I: 2.5.1, 2.5.3

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 2

Use Data to Drive Grouping - Train teachers on using exit tickets and formative assessments to group students for targeted reteach aligned to STAAR standards.

Strategy's Expected Result/Impact: Improved small group effectiveness for SPED students.

Staff Responsible for Monitoring: GTLs & SPED Teachers

Title I: 2.5.1, 2.5.3

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By May 2026, at least 50% of special education students in general education classes will meet or exceed growth targets on STAAR Reading and Math.

Evaluation Data Source: District Dashboards

Strategy 1

Implement Campus-Wide Progress Monitoring Cycles - Every 4-6 weeks, track special education student performance on standards-based assessments to assess growth and adjust support.

Strategy's Expected Result/Impact: More accurate, timely data to adjust supports for growth.

Staff Responsible for Monitoring: SPED Manager

Title I: 2.5.1, 2.5.3

Formative Reviews



November March July

Strategy 2

Launch STAAR Boot Camps for SPED Students - In the final 6 weeks before STAAR, run small-group intensive STAAR prep for SPED students during class or after school, focused on tested TEKS.

Strategy's Expected Result/Impact: Increased SPED student readiness and performance on STAAR.

Staff Responsible for Monitoring: SPED Teachers & GTLs

Title I: 2.5.1, 2.5.3

Formative Reviews



November March July

Goal 3 Increase the percentage of students achieving Meets and Masters on STAAR EOC English I and English II.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By December 2025, at least 80% of students enrolled in English I and English II will demonstrate mastery (80% or above) on TEKS-aligned unit assessments in ELA.

Evaluation Data Source: Campus Based Trackers

Strategy 1

Implement Daily Exit Ticket Analysis - Teachers will analyze exit ticket data during weekly content planning to identify misconceptions and plan for targeted reteach.

Strategy's Expected Result/Impact: Quicker identification and reteaching of student misconceptions.

Staff Responsible for Monitoring: GTLs & Teachers

Title I: 2.5.1, 2.5.3

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 2

Use Data to Drive Spiral Reviews - Incorporate high-leverage TEKS from previous units into weekly Do Nows based on gaps identified in assessment data.

Strategy's Expected Result/Impact: Ongoing reinforcement of previously taught skills.

Staff Responsible for Monitoring: Teachers

Title I: 2.5.1, 2.5.3

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By February 2026, 100% of 9th and 10th grade ELA teachers will lead biweekly data meetings with school

leadership to review progress toward Meets and Masters goals.

Evaluation Data Source: Campus Based Trackers

Strategy 1

Establish a STAAR Tracker for Meets & Masters - Each teacher will maintain a tracker that monitors individual student performance toward Meets and Masters benchmarks based on assessments.

Strategy's Expected Result/Impact: Teachers track growth toward Meets and Masters consistently.

Staff Responsible for Monitoring: GTLs & Teachers

Title I: 2.5.1, 2.5.3

Formative Reviews



Strategy 2

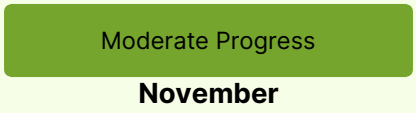
Integrate Action Plans from Data Meetings - After each data meeting, teachers will implement reteach action plans and small group assignments based on student-level data.

Strategy's Expected Result/Impact: More targeted reteach based on data analysis.

Staff Responsible for Monitoring: GTLs & Teachers

Title I: 2.5.1, 2.5.3

Formative Reviews



Strategy 3

Provide Targeted Professional Development - Deliver monthly professional development focused on data analysis, differentiated instruction, and high-impact strategies to help teachers strengthen their instructional response to data and improve student performance at the Meets and Masters level.

Strategy's Expected Result/Impact: Increased teacher capacity to drive student performance.

Staff Responsible for Monitoring: APIs

Title I: 2.5.1, 2.5.3

Formative Reviews

Some Progress

November | March | July

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

By December 2026, English I and English II students will achieve at least 45% Meets and 15% Masters.

Evaluation Data Source: Campus and District Created Trackers

Strategy 1

Launch Targeted STAAR Tutorials - Provide after-school or Saturday tutorials for bubble students (approaching Meets and Masters) based on interim and benchmark data.

Strategy's Expected Result/Impact: Higher success rates among bubble students.

Staff Responsible for Monitoring: APIs & Tutorial Teachers

Title I: 2.5.1, 2.5.3

Formative Reviews

Moderate Progress

November | March | July

Strategy 2

Incorporate STAAR Question Stems Weekly - Teachers will embed STAAR-style rigor into daily lessons and CFUs to ensure students are exposed to high-level questioning throughout the year.

Strategy's Expected Result/Impact: Improved test-readiness due to consistent rigor.

Staff Responsible for Monitoring: Teachers

Title I: 2.5.1, 2.5.3

Formative Reviews

Moderate Progress

November | March | July

Goal 4 Increase the number of students who are TSI-exempt in Reading and Math.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By October 2025, 100% of eligible 10th-12th grade students will take the TSI assessment in both Reading and Math.

Evaluation Data Source: Campus and District Created Trackers

Strategy 1

Implement a TSI Testing Calendar - Create and share a campus-wide testing calendar with multiple test dates and make-up sessions each quarter to ensure full participation.

Strategy's Expected Result/Impact: Higher participation in TSI testing opportunities.

Staff Responsible for Monitoring: DCC & CC

Title I: 2.5.1, 2.5.3

Formative Reviews

	November	March	July
Considerable Progress			

Strategy 2

Establish a TSI Tracking System - Use a centralized spreadsheet or SIS to track testing status, results, and exemption progress for all students by subject.

Strategy's Expected Result/Impact: Real-time data to inform interventions and retesting.

Staff Responsible for Monitoring: DCC & CC

Title I: 2.5.1, 2.5.3

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By December 2025, at least 60% of students will be TSI Exempt in Reading and 55% in Math.

Evaluation Data Source: Campus and District Created Trackers

Strategy 1

Deliver Targeted TSI Bootcamps - Provide weekly small-group instruction during intervention periods or after school, aligned to diagnostic data and TSI standards.

Strategy's Expected Result/Impact: Improved student performance on TSI practice tests.

Staff Responsible for Monitoring: DCC & CC

Title I: 2.5.1, 2.5.3

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Use Practice TSI Assessments Monthly - Administer monthly TSI-aligned benchmarks and practice tests to monitor progress and adjust instruction accordingly.

Strategy's Expected Result/Impact: Timely progress data to adjust instruction.

Staff Responsible for Monitoring: DCC & CC

Title I: 2.5.1, 2.5.3

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 3

By May 2026, at least 70% of students who have not yet met TSI benchmarks will complete at least two rounds of targeted intervention and retesting opportunities in both Reading and Math.

Evaluation Data Source: Campus and District Created Trackers

Strategy 1

Create Individualized TSI Intervention Plans - Develop a personalized plan for each non-exempt student that includes targeted TEKS, scheduled intervention sessions, and planned retest dates.

Strategy's Expected Result/Impact: Personalized approach increases pass rates.

Staff Responsible for Monitoring: DCC & CC

Title I: 2.5.1, 2.5.3

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Incentivize Growth and Completion - Offer recognition, rewards, or privileges for students who complete intervention cycles and demonstrate growth or pass TSI, to increase engagement and motivation.

Strategy's Expected Result/Impact: Higher engagement in TSI prep and retesting.

Staff Responsible for Monitoring: DCC & CC

Title I: 2.5.1, 2.5.3

Formative Reviews

Considerable Progress

November **March** **July**

Goal 5 Increase Student Persistence

Performance Objective 1 ☑ High Priority

By Dec 2025, 100% of students flagged as high-risk for withdrawal based on historical data or family feedback will receive individualized support plans.

Evaluation Data Source: District and Campus Trackers

Strategy 1

Launch a Persistence Early Warning System - Use attendance, discipline, academic, and survey data to flag at-risk students and assign staff advocates for follow-up.

Strategy's Expected Result/Impact: Earlier identification and support for at-risk students.

Staff Responsible for Monitoring: Registrar & Leadership Team

Title I: 2.5.1, 2.5.3

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 2

Conduct Family Persistence Conferences - Schedule one-on-one meetings with families of flagged students to identify concerns, connect them with resources, and review support plans.

Strategy's Expected Result/Impact: Family collaboration reduces student withdrawals.

Staff Responsible for Monitoring: Counselor & APO

Title I: 2.5.1, 2.5.3

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

Prioritize Recruitment of Highly Effective Teachers - Focus recruitment efforts on hiring and

retaining high-performing teachers, especially in grade levels or content areas with historically high withdrawal rates, to ensure students experience strong instruction and positive classroom environments.

Strategy's Expected Result/Impact: Improved instruction and stronger student-teacher bonds.

Staff Responsible for Monitoring: Principal & APIs

Title I: 2.5.1, 2.5.3

Formative Reviews



Performance Objective 2 ☑ High Priority

By January 2026, 90% of students surveyed will report feeling a sense of belonging, safety, and connection to campus--including perceptions of violence prevention and support systems--as measured by the mid-year student experience survey.

Evaluation Data Source: District and Campus Trackers

Strategy 1

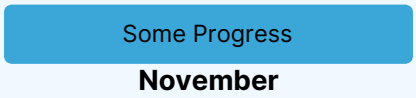
Expand Campus Culture & Safety Programming - Increase frequency of student-led clubs, advisory sessions, spirit days, and peer recognition systems, while embedding social-emotional learning and anti-violence education to build a positive, inclusive, and safe school culture.

Strategy's Expected Result/Impact: More students feel connected and safe on campus.

Staff Responsible for Monitoring: School Counselor

Title I: 2.5.1, 2.5.3

Formative Reviews



Strategy 2

Implement Student Voice Circles & Safety Forums - Hold monthly listening sessions with diverse student groups to gather input on school culture, inclusion, and safety. Ensure actionable follow-through on both community-building initiatives and violence prevention efforts based on their feedback.

Strategy's Expected Result/Impact: Student-informed strategies improve culture and safety.

Staff Responsible for Monitoring: Counselor & Principal

Title I: 2.5.1, 2.5.3

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 3 ☑ High Priority

By May 2026, at least 85% of students who withdrew the previous school year will be contacted and invited to return or provide feedback to improve future persistence.

Evaluation Data Source: District and Campus Trackers

Strategy 1

Create a Re-Enrollment & Exit Survey Protocol - Contact all withdrawing families to understand root causes, offer re-enrollment options, and document trends for leadership review.

Strategy's Expected Result/Impact: Better understanding of withdrawal trends and opportunities for re-enrollment.

Staff Responsible for Monitoring: Registrar & Counselor

Title I: 2.5.1, 2.5.3

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Host a "Come Back to IDEA" Campaign - Launch a spring campaign targeting previous students with personal outreach, success stories, and support options to encourage their return.

Strategy's Expected Result/Impact: Increased return rate of previously withdrawn students.

Staff Responsible for Monitoring: APO & School Counselor

Title I: 2.5.1, 2.5.3

Formative Reviews

Some Progress

November **March** **July**

Title I Summary

Title I Personnel

Name	Position	Program	FTE
KAREN Ivette ALANIS	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	TEACHER - INTERVENTIONIST	School-wide Program	1
YANELY MORENO	TEACHER - INTERVENTIONIST	School-wide Program	1

Committees

Committees

Public Town Hall Meeting

Meeting Logs

Date	Location	Sign In Sheet	Notes
August 6, 2025 @ 5:30 PM	Cafeteria	Sign in sheets 08-06-2025.pdf	Public Hearing_Agenda Template.pdf

Members

First Name	Last Name	Position	Committee Role
Rosalinda	Guerra	School Counselor	Member
Karmen	Alaniz	Principal	Member

CNA Perceptions

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 22, 2025 @ 2:30 PM	Conference Room	CNA Perceptions.pdf	--

Members

First Name	Last Name	Position	Committee Role
Karla	Gonzalez	Teacher	Member
Alejandra	Sanchez	Teacher	Member
Brandy	Kelly	Teacher	Member
Madelin	Gutierrez	Teacher	Member
Adulfonso	Garcia	APO	Leader
Rosie	Guerra	SC	Leader

CNA School Processes & Programs

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 21, 2025 @ 2:00 PM	Conference Room	CNA Processes and Programs.pdf	--

Members

First Name	Last Name	Position	Committee Role
Karen	Grimaldo	Teacher	Member
Karen	Alanis	Teacher	Member
Briana	Garza	Teacher	Member
Andy	Solis	Teacher	Member
Brianda	Martinez	CC	Leader
Mayra	Lozano	DCC	Leader

CNA Demographics

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 23, 2025 @ 8:30 AM	Conference Room	CNA Demographics.pdf	--

Members

First Name	Last Name	Position	Committee Role
Lilyvett	Pena	Teacher	Member
Yanely	Moreno	Teacher	Member
Humberto	Trevino	Teacher	Member
Saida	Gutierrez	Teacher	Member
Karmen	Alaniz	Principal	Leader

CNA Student Learning

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 22, 2025 @ 4:00 PM	Conference Room	CNA Student Learning.pdf	--

Members

First Name	Last Name	Position	Committee Role
Leslie	Canales	Teacher	Member
Monse	Ruiz	Teacher	Member
Brittany	Adams	Teacher	Member
Karen	Sanchez	Teacher	Member
Crystal	Castellano	API	Leader
Elsa	Gomez	API	Leader

IDEA Public Schools

Rio Vista Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:48 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Needs Assessment Overview 5

Demographics 6

Student Learning 8

School Processes & Programs 11

Perceptions 13

Priority Problem Statements 15

Goals 17

Goal 1 : Increase EOY STAAR Performance in 3rd - 5th Reading and Mathematics 18

Goal 2 : Improve SpEd performance on EOY STAAR. 20

Goal 3 : Increase meaningful parent engagement. 22

Goal 4 : Increase student persistence through building positive climate and culture. 24

Goal 5 : Increase student average daily attendance. 26

Goal 6 : Increase TELPAS performance. 27

Title I Summary 29

Title I Personnel 30

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Established in 2018, IDEA Rio Vista is a public charter school serving Kindergarten through 12th grade in the diverse Socorro community, where 92% of students identify as Hispanic and 87% are economically disadvantaged. The school offers specialized programs including Emerging Bilingual services, Special Education, athletics, and after-school activities, reflecting its commitment to meeting diverse student needs.

Student learning at IDEA Rio Vista is viewed as a vital pathway to break the cycle of poverty and create future opportunities. Despite being rated a D school last year, targeted strategies such as tutoring, Saturday School, intervention support, and small group instruction have driven academic growth—especially notable in Science and among Emerging Bilingual students. The school has continued implementing rigorous curricula across core subjects and is projected to improve to a B rating in the 2024–2025 school year. This progress underscores the school's dedication to empowering students to succeed in higher education and beyond, thereby strengthening the broader community.

IDEA Rio Vista also maintains a strong staff retention rate of 92.75%, demonstrating a positive workplace environment. Continuous improvement is fueled by regular stakeholder feedback gathered through surveys, interviews, and focus groups that inform efforts to enhance school climate, parent participation, shared values, and community partnerships. Clear, accessible communication with families via multiple channels helps foster connection and engagement. However, challenges such as limited technology access, language barriers, transportation, and economic hardships remain. These factors guide the school's ongoing efforts to develop inclusive support systems and deepen community collaboration to meet the unique needs of its families.

Demographics

Summary

Established in 2018, IDEA Rio Vista is a public charter school serving Kindergarten through 12th grade in the Socorro area. The school proudly reflects the rich diversity of its community, with 92% of students identifying as Hispanic and 87% classified as economically disadvantaged. The campus offers a variety of specialized programs including Emerging Bilingual services, Special Education, athletics, and after-school programs.

Strengths

- **Diverse and Representative Staff**: 85% of staff identify as Hispanic, closely aligning with the student body (92%).
- **Minority Representation**: 99% of staff belong to minority groups.
- **Qualified Educators**: 100% of teachers hold a bachelor's degree or higher.
- **Young, Passionate Workforce**: 89% of teachers are early in their careers, with four or fewer years of experience.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	IDEA Rio Vista serves a diverse K-12 student body, with 92% Hispanic and 87% economically disadvantaged students. Despite offering specialized programs, the school faces challenges in ensuring these services effectively support equitable academic and developmental outcomes for all students.	Language Barriers: Emerging Bilingual students may lack sufficient language support to fully engage in instruction. Economic Challenges: Poverty-related issues can impact attendance, focus, and academic performance. Limited Resources: Specialized programs may lack adequate staffing, training, or funding.

★ = Priority

Student Learning

Summary

Student learning in underprivileged communities is critically important because it serves as a powerful tool for breaking the cycle of poverty and opening doors to future opportunities. Based on last year's reports, IDEA Rio Vista Academy was a D-rated school. We are currently pending to see if we have grown this school year in Reading/Writing, Math and Science. Tutoring, Saturday School, intervention support and small groups were our main strategies for success throughout this entire school year.

We continued Math, Science/Social Studies, Reading/Writing and Wit and Wisdom curriculum this school year. We saw a significant increase in Science data, moderate increase in Reading/Writing data and some increase in math data. There was significant increase in data from our EB scholars across all curriculum this year. Based on mock data, we are projected to receive a B rating for the school year of 2024-2025.

Despite these challenges, when students in these environments receive strong educational support and encouragement, they develop the skills and confidence needed to succeed in higher education and the workforce. Investing in their learning not only empowers individual students but also strengthens entire communities by fostering a more educated, skilled, and equitable society.

Grade Level Math	Math Semester Exam Data (December)	Math MOCK Practice STAAR (February)
3rd Grade	63/22/3	56/22/4
4th Grade	63/32/9	43/16/6
5th Grade	85/58/18	74/36/3

Overall	**73/38/10**	**57/24/4**

Grade Level Reading	Reading Semester Exam Data (December)	Reading MOCK Practice STAAR (February)
3rd Grade	**39/17/1**	**67/32/5**
4th Grade	**53/20/3**	**70/41/15**
5th Grade	**50/35/13**	**64/43/19**
Overall	**52/23/6**	**67/39/13**

Grade Level Science	Science Semester Exam Data (December)	Science MOCK Practice STAAR (February)
5th Grade	**67/27/13**	**84/64/40**

Strengths

IDEA Rio Vista has demonstrated significant academic growth, particularly in Science and among Emerging Bilingual (EB) students across all subjects. Targeted strategies such as tutoring, Saturday school, small group instruction, and consistent curriculum implementation have contributed to notable gains, with mock data projecting a school rating improvement from a D to a B in the 2024–2025 school year. This progress highlights the school's strong commitment to closing achievement gaps and empowering students in underprivileged communities.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	The implementation of tutoring, Saturday school, and small group instruction directly addressed individual learning gaps, especially for struggling students. Continued use of structured programs like W&W in core subjects ensured alignment, coherence, and higher instructional quality. Increased attention and tailored strategies for Emerging Bilingual students led to strong performance gains	Targeted Instruction Interventions: Tailored teaching strategies and support programs like small groups and tutoring addressed specific language and learning needs. Teacher Training Awareness: Professional development equipped educators to better support English language learners. Curriculum Assessment Alignment: Language-accessible curricula and data-driven instruction helped track progress.
2 ★	Despite targeted efforts like tutoring, Saturday School, and small group interventions, IDEA Rio Vista Academy's academic performance still falls short of expectations. While Science and EB scholars showed strong growth, mock STAAR data reveals only 57% of students in math and 67% in reading are approaching grade level, with fewer meeting or mastering standards.	Inconsistent implementation of instructional practices and limited differentiation within core content areas have contributed to uneven student progress. While interventions like tutoring and small groups were provided, they were not always aligned tightly to data or individualized to meet specific learning gaps. Additionally, variations in teacher content knowledge and execution of the curriculum

★ = Priority

School Processes & Programs

Summary

There is a noticeable lack of partnership and active investment from parents in school programs, classroom learning, and student development. This disconnect limits student engagement, support at home, and the overall effectiveness of educational efforts. To close this gap, we need parents to be engaged in order to build that partnership with teachers and students.

Goal

To build stronger, ongoing partnerships with parents that foster engagement, trust, and shared responsibility in students' academic and social-emotional

Strengths

IDEA Rio Vista has demonstrated strong instructional capacity in supporting Emerging Bilingual students, resulting in notable academic gains across subjects. This success reflects effective use of targeted interventions, teacher training, and inclusive curriculum strategies that meet diverse learner needs.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	There is a noticeable lack of partnership and active investment from parents in school programs, classroom learning, and student development. This disconnect limits student engagement, support at home, and the overall effectiveness of educational efforts. To close this gap, we need parents to be engaged in order to build that partnership with teachers and students.	The lack of parent partnership and investment at the elementary level is influenced by several interrelated root causes, particularly within the context of our school community:

★ = Priority

Perceptions

Summary

For 24-25 school year, IDEA Rio Vista has successfully maintained a staff retention rate of 92.75%, reflecting a strong commitment to staff satisfaction and workplace stability. To guide continuous growth, our campus regularly gathers insights from all stakeholders through seasonal surveys, informal interviews, and structured focus groups. These tools help us better understand the strengths and needs of our school environment. We also assess key areas such as parent participation, school climate, shared values, and the effectiveness of community partnerships. Student input and staff reflections are essential to shaping a culture of continuous improvement.

Clear and accessible communication plays a vital role in keeping our school community connected. Families receive consistent updates through REMIND, weekly newsletters, social media, and events such as Parent Nights and Persistence celebrations. Staff members engage in ongoing collaboration through check-ins, professional learning, and regular team meetings. Feedback is not only welcomed, it's reviewed with intention and used to inform meaningful changes. In serving the Socorro community, we are mindful of local challenges such as limited technology access, language differences, transportation, and economic constraints. These realities guide our efforts to build inclusive support systems and deepen partnerships that truly reflect the needs of our families.

Strengths

Strengths

- **Increased Parent Participation Through Targeted Outreach** – Enhanced bilingual communication strategies and flexible event scheduling have resulted in a rise in parent engagement, especially among families who were previously less involved.
- **Strong Staff Culture Focused on Collaboration and Growth** – Regular professional development, weekly team meetings, and structured feedback loops have created a culture where staff feel valued, supported, and invested in student success.
- **Expanded Community Partnerships Supporting Family Needs** – The campus has built stronger relationships with local organizations, helping families access resources such as school supplies, uniforms, and health services.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	While IDEA Rio Vista has maintained strong staff retention and robust communication practices, challenges such as limited technology access, language barriers, transportation, and economic constraints continue to impact family engagement and equitable participation. To fully realize a culture of continuous improvement, the school must address these barriers to strengthen inclusion & communication.	Limited Technology Access: Many families lack reliable internet or devices, restricting their ability to engage with digital communication and school resources. Language Barriers: Diverse language needs create communication gaps that hinder understanding and participation in school activities. Transportation Economic Constraints: Financial hardships and transportation difficulties limit families.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Despite targeted efforts like tutoring, Saturday School, and small group interventions, IDEA Rio Vista Academy's academic performance still falls short of expectations. While Science and EB scholars showed strong growth, mock STAAR data reveals only 57% of students in math and 67% in reading are approaching grade level, with fewer meeting or mastering standards.	Inconsistent implementation of instructional practices and limited differentiation within core content areas have contributed to uneven student progress. While interventions like tutoring and small groups were provided, they were not always aligned tightly to data or individualized to meet specific learning gaps. Additionally, variations in teacher content knowledge and execution of the curriculum
2 ★	The implementation of tutoring, Saturday school, and small group instruction directly addressed individual learning gaps, especially for struggling students. Continued use of structured programs like W&W in core subjects ensured alignment, coherence, and higher instructional quality. Increased attention and tailored strategies for Emerging Bilingual students led to strong performance gains	Targeted Instruction Interventions: Tailored teaching strategies and support programs like small groups and tutoring addressed specific language and learning needs. Teacher Training Awareness: Professional development equipped educators to better support English language learners. Curriculum Assessment Alignment: Language-accessible curricula and data-driven instruction helped track progress.

★ = Priority

Goals

Goal 1 Increase EOY STAAR Performance in 3rd - 5th Reading and Mathematics

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 28% to 38% (meets) and 10% to 20% (masters) in Spring 2026.

Summative Evaluation: Some progress made toward meeting Performance Objective

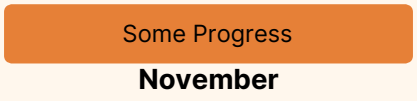
Strategy 1

Implement daily, standards-aligned reading instruction that targets priority TEKS through explicit comprehension routines, vocabulary development, and text-dependent questioning, using formative data to adjust instruction and move students from Approaches to Meets and from Meets to Masters.

Strategy's Expected Result/Impact: Progression in overall data collected weekly.

Staff Responsible for Monitoring: Monitoring progress through first teach instruction along with weekly SWAMS

Formative Reviews



Performance Objective 2

Fourth grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 45% to 55% (meets) and 21% to 31% (masters) in Spring 2026.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Implement daily, standards-aligned reading instruction that targets priority TEKS through explicit comprehension routines, vocabulary development, and text-dependent questioning, using formative data to adjust instruction and move students from Approaches to Meets and from Meets to Masters.

Strategy's Expected Result/Impact: Progression in overall data collected weekly.

Staff Responsible for Monitoring: Monitoring progress through first teach instruction along with weekly SWAMS

Formative Reviews

Some Progress

November | March | July

Performance Objective 3

Fifth grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 44% to 54% (meets) and 19% to 29% (masters) in Spring 2026.

Strategy 1

Fourth grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 45% to 55% (meets) and 21% to 31% (masters) in Spring 2026.

Strategy's Expected Result/Impact: Progression in overall data collected weekly.

Staff Responsible for Monitoring: Monitoring progress through first teach instruction along with weekly SWAMS

Formative Reviews

Some Progress

November | March | July

Goal 2 Improve SpEd performance on EOY STAAR.

Performance Objective 1

60% of sped 3rd - 5th graders will achieve approaches in the EOY STAAR Reading exam.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Data-driven decision-making: use progress monitoring and formative data to guide instruction.

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Provide explicit, evidence-based reading interventions such as; (1) Fluency: repeated reading, guided oral reading, cadence practice with decodable texts and reading and (2) Comprehension: strategy instruction (predicting, summarizing, questioning, text structure awareness, inferencing).

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2

60% of sped 3rd - 5th graders will achieve approaches in the EOY STAAR Math exam.

Strategy 1

Provide explicit, evidence-based math interventions: (1) Numbers sense and fluency: quick-add/ subtraction, fact fluency with auto-recall. (2) Procedural fluency: explicit instruction on algebraic thinking, multi-step calculations, fractions/decimals operations. (3) Conceptual understanding: visual models, number lines, base-ten blocks, area/volume concepts. (4) Word problems and strategy use: bar models, identifying math structures, translating word problems into equations.

Formative Reviews

Some Progress

November | March | July

Performance Objective 3

60% of sped 5th graders will achieve approaches in the EOY STAAR Science exam.

Strategy 1

Provide explicit, evidence-based science interventions: (1) Content knowledge: foundational science vocabulary and core concepts. (2) Inquiry and reasoning: structured investigations, claim-evidence-reasoning practices. (3) Reading in science: strategies for interpreting diagrams, graphs, and passages.

Formative Reviews

Some Progress

November | March | July

Goal 3 Increase meaningful parent engagement.

Performance Objective 1

Communicate weekly with parents through clear and timely communication, electronically and via our social media platforms.

Strategy 1

Establish Consistent, Multichannel Communication

Implement regular communication cycles (e.g., weekly newsletters, monthly updates).

Use multiple platforms: text messaging, email, social media, school apps, printed flyers.

Translate materials into home languages to increase accessibility

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Create a Parent Engagement Calendar

Develop a year-long calendar of at least five varied, accessible opportunities for involvement (e.g., family learning nights, classroom volunteering, cultural celebrations, virtual Q&As, parent-student projects).

Schedule events at different times (morning, evening, weekends) to accommodate diverse family schedules.

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2

100% of schools will be in compliance with the Title 1 Family Engagement requirements through the

following events: Meet the Teacher, Public Hearings, Town Hall's and Report Card Pick Up events.

Strategy 1

Establish a schoolwide family engagement compliance system through planning, communication, and accountability structures to encourage family participation.

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3

Create and host a minimum of five accessible opportunities for parent involvement and volunteerism with 85% parent participation from the Mission List.

Strategy 1

Build Inclusive, mission-driven parent engagement through diverse, accessible opportunities and personalized outreach.

Formative Reviews

No Progress

November **March** **July**

Performance Objective 4

Increase parent survey from ____ to ____ by the end of the 2025 - 26 school year.

Goal 4 Increase student persistence through building positive climate and culture.

Performance Objective 1

100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the
district calendar.

Strategy 1

Implement a systematic rollout with monthly calendars lessons along with monitoring plan with counselors and APIs to ensure full completion of the anti-bullying and safer, smarter school curriculum.

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2

100% of teachers meet the PBIS target.

Strategy 1

Strengthen School-Wide PBIS Systems by embedding consistent positive reinforcements by having clear behavior expectations, and inclusive incentive structures rewarded with BPIS points from teachers and lead team.

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3

100% of teachers implement the "Move This World" weekly.

Strategy 1

Ensure Full Implementation of the "Move This World" SEL Program through targeted staff training during beginning of year PD, along with year round support, and progress while celebrating milestones and accomplished goals for staff.

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 4

100% of students from 2nd thru 5th Grade meet their MVPA minute's goal of 100% by the end of the 25-26 school year.

Strategy 1

Promote daily physical activity through structured scheduling, integrated movement opportunities, and progress tracking with benchmark goals to ensure All 2nd-5th Grade Students Meet MVPA Goals.

Formative Reviews

Some Progress

November **March** **July**

Goal 5 Increase student average daily attendance.

Performance Objective 1

Increase student attendance by 5% from _93.73%___ to __94.21%___for the 2025-26 school year.

Evaluation Data Source: Locus Dashboard

Strategy 1

Implement a daily ADA huddle to review attendance data in real time and ensure early, consistent intervention for all scholars. This process will allow teams to identify absences immediately, coordinate same-day outreach to families, address barriers to attendance, and provide timely support before patterns of chronic absenteeism develop.

Strategy's Expected Result/Impact: Achieve ADA goal

Staff Responsible for Monitoring: APO and Lead Teams

Formative Reviews

No Progress

November	March	July

Performance Objective 2 ☑ High Priority

Decrease chronic absences by 10% from __14.13%__ to __13.13%__ for the 2025 - 26 school year.

Strategy 1

Implement the attendance escalation matrix with fidelity to ensure consistent, timely interventions that strengthen relationships and partnerships with families. Through intentional communication, follow-up, and support, we will work collaboratively to identify and remove barriers to attendance, reinforcing the expectation that scholars are present and engaged in school every day.

Formative Reviews

No Progress

November	March	July

Goal 6 Increase TELPAS performance.

Performance Objective 1

Improve TELPAS results from 51.31% to 56.44% by the end of the 2025-26 school year.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Implement daily, TELPAS-aligned language instruction that explicitly targets speaking and writing through intentional language objectives, structured academic discourse, and scaffolded writing tasks, supported by Summit K12 tutorials and embedded EB classroom supports.

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2

50% of TELPAS parents attend the events .....

Strategy 1

Create welcoming, bilingual opportunities for TELPAS families to learn about how their child is developing in English and how they can help at home. The school will provide clear, easy-to-understand information, flexible meeting times, and ongoing communication to encourage participation and increase TELPAS parent event attendance to 50%.

Formative Reviews

November	March	July
Some Progress		

Performance Objective 3

___% of listening___

Performance Objective 4

----% of hearing----

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALEJANDRA CARRILLO	COTEACHER	School-wide Program	1
ANDREA ELENA AMOR	COTEACHER	School-wide Program	1
BIANKA VIVIANA BLUVAN	SR. COTEACHER	School-wide Program	1
JACQUELINE MARLENE CASTRO	TEACHER - INTERVENTIONIST	School-wide Program	1
SHEILA CUELLAR	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Rio Vista College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:49 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 18

Support Systems and Other Data 18

Goals 19

Goal 1 : All IDEA students matriculate to college 20

Goal 2 : IDEA achieves an A Rating 23

Goal 3 : Increase student persistence 28

Goal 4 : Increase student daily attendance 31

Goal 5 : Increase staff retention 33

Goal 6 : Increase student enrollment (no required performance objectives/strategies) 35

Title I Summary 36

Title I Personnel 37

Funding Summary 38

SCE Accelerated Instruction (PIC 24) 39

State SPED (PIC 23) 39

State BESL (PIC 25) 39

Title I Parent Reservation (4120-PAR) 39

Comprehensive Needs Assessment

Demographics

Summary

IDEA Rio Vista College Prep is an open-enrollment public charter school serving grades 6 through 12. We take pride in serving a diverse group of scholars from the surrounding community, with 92% of our student body identifying as Hispanic and 87% classified as economically disadvantaged. Our campus offers special programs in CTE Computer Science, Emerging Bilingual Education, Special Education, and Athletics. Our current enrollment by grade level is as follows: 6th grade - 121 students; 7th grade - 127 students; 8th grade - 108 students; 9th grade - 90 students; 10th grade - 56 students; 11th grade - 48 students; 12th grade - 54 students.

Strengths

1. Campus staff is comprised of similar percentages to student populations. Staff 85% Hispanic. Student 93% Hispanic.

2. 99% of staff considers themselves belonging to a minority.

3. 100% of teachers hold a bachelor's degree or higher.

4. 89% of teachers have 3 years or less experience

5. 18:1 to student to teacher ratio

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Enrollment has stagnated overall at IDEA Rio Vista College Prep.	"The campus has not implemented a consistent and strategic year-round student recruitment and family engagement plan tailored to retain current families and attract new ones from nearby communities."
2 ★	IDEA Rio Vista scholars are not persisting from 8th grade to and through High School.	The root cause is that scholars at IDEA Rio Vista are leaving the campus in search of optional non-AP courses and a traditional high school experience.

★ = Priority

Student Learning

Summary

For the 2024-2025 school year, our campus has received a ___ rating and ___ TELPAS expectations. We offer 12 AP College Board courses, available from 9th through 12th grade. All students in grades 9 through 12 have a graduation plan. Our campus serves all SPED, EB, and 504 students, in addition to the general population. Our mission is to ensure that 100% of our scholars go to through college.

GRADE	SUBJECT	MOCK EXAMS 2025	SPED	EB
6	ELAR	64/40/15		
	Math	68/22/4		
7	ELAR	70/48/27		
	Math	69/36/7		
8	ELAR	79/38/18		
	Algebra 1	89/46/20		
	Biology	85/67/13		
	Social Studies	74/49/25		
9	English I	53/28/3		
10	English II	75/61/5		
11	US History	96/56/26		

Strengths

Strengths:

Targeted tutoring
Reframe of perception of Sat. School (Saturday Workshop)
Intervention provided within the school day
Student awareness of their own data
Mastery machine and impact of visual accountability
Incentive based growth

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Special Education population not meeting target academic goals	Inadequate collaboration between special education and general education teachers.
2 ★	EB learners not meeting target academic growth and goals.	Insufficient implementation of targeted strategies for English Learners (EB).

★ = Priority

School Processes & Programs

Summary

IDEA Public Schools is a network of tuition-free public charter schools across the United States dedicated to preparing students for college and future success. We emphasize a rigorous, high-quality curriculum encompassing core subjects such as English, math, science, and social studies, along with offering Advanced Placement courses to all high school students. Recognizing the unique challenges faced by our families, we provide a range of support services, including special education programs, English language learner (EB) support, and counseling services.

At IDEA, we are committed to ongoing professional learning and development throughout the year to foster continuous improvement. While these opportunities are available, RIO Vista CP can enhance our alignment with district initiatives by better integrating our building-wide learning with district-wide offerings.

Additionally, IDEA employs data-driven instruction to support students in achieving their academic goals. Our teachers and leadership staff regularly analyze and discuss student performance data to refine instructional practices. At Rio Vista, we hold weekly leadership meetings to review student performance, analyze ADA, and explore opportunities for enhancing scholar retention and academic outcomes.

Strengths

- Strength in the presence and effectiveness of extracurricular activities on campus, including flag football, soccer, baseball, student council, art club, National Honor Society, and Anime Club.
- Instruction is tailored or adapted based on data-driven instruction methods.
- We provide students with opportunities to enroll in College Board courses and earn college credit.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Current school processes and programs are disorganized and not working well together, which results in uneven support for students and poor outcomes. This lack of coordination reduces the overall effectiveness of these efforts and wastes resources.	The school's processes and programs aren't working well together, leading to scattered services and uneven application.
2 ★	Students in our subgroup populations, including English language learners and special education, are not reaching the same proficient or advanced performance levels on state assessments as their peers.	Insufficiently targeted support and instructional strategies for English language learners and special education students, leading to lower performance on state assessments compared to their peers.

★ = Priority

Perceptions

Summary

IDEA Rio Vista College Preparatory embraces a culture in which personal and academic achievement is available for all students. Our campus community takes pride in being one that is inclusive and recognizes that our mission to matriculate 100% of seniors to and through college and to realize their strengths to fuel their passion for life-long learning is accomplished through collaboration among staff, parents, students, and community members.

Our campus offers various opportunities throughout the year for our parents and other community members to engage with our staff. Additionally, we have a strong staff retention rate at 85%, which is the foundation for fostering relationships with families. These relationships can be improved and could result in stronger student persistence numbers; as a College Prep campus, our year-to-date student Persistence is currently at 92.63%.

Strengths

Idea Rio Vista College Prep offers the following programs to cultivate a culture conducive to an inclusive environment for all.

- Many inclusive/Persistence events: (Night @ the Rio, Pep-Rallies, Powderpuff Game, Formal Dance, Homecoming Parade, Athletic Events, Kite Day, Let's Go Girls Event, Basketball 3 on 3 Tournament, Field Day, Open Houses, Coffee with the Counselor)
- Implementation of various extracurricular clubs: (Drone Club, Dance, NHS, STUCo, Art Club, Competitive Athletic Sports)
- WTI welcomes new families to invest in Ideas culture and beliefs
- NTI offers new teachers curriculum support and an opportunity to learn Ideas Culture.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	The campus lacks a consistent, campus-wide behavioral system, leading to variability in behavior management and discipline practices across the school.	Without a clear, consistent approach to managing behavior, different parts of the school use different methods, causing uneven results and effectiveness in handling student behavior.
2 ★	IDEA Rio Vista has not established a strong partnership with parents, resulting in limited involvement and engagement of families in the school community.	Lack of effective ways to communicate and involve parents, resulting in weak partnerships and minimal family participation in the school community.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Enrollment has stagnated overall at IDEA Rio Vista College Prep.	"The campus has not implemented a consistent and strategic year-round student recruitment and family engagement plan tailored to retain current families and attract new ones from nearby communities."
2 ★	Special Education population not meeting target academic goals	Inadequate collaboration between special education and general education teachers.
3 ★	Students in our subgroup populations, including English language learners and special education, are not reaching the same proficient or advanced performance levels on state assessments as their peers.	Insufficiently targeted support and instructional strategies for English language learners and special education students, leading to lower performance on state assessments compared to their peers.
4 ★	IDEA Rio Vista scholars are not persisting from 8th grade to and through High School.	The root cause is that scholars at IDEA Rio Vista are leaving the campus in search of optional non-AP courses and a traditional high school experience.
5 ★	EB learners not meeting target academic growth and goals.	Insufficient implementation of targeted strategies for English Learners (EB).
6 ★	Current school processes and programs are disorganized and not working well together, which results in uneven support for students and poor outcomes. This lack of coordination reduces the overall effectiveness of these efforts and wastes resources.	The school's processes and programs aren't working well together, leading to scattered services and uneven application.

7 ★	The campus lacks a consistent, campus-wide behavioral system, leading to variability in behavior management and discipline practices across the school.	Without a clear, consistent approach to managing behavior, different parts of the school use different methods, causing uneven results and effectiveness in handling student behavior.
8 ★	IDEA Rio Vista has not established a strong partnership with parents, resulting in limited involvement and engagement of families in the school community.	Lack of effective ways to communicate and involve parents, resulting in weak partnerships and minimal family participation in the school community.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**

Student Data: Student Groups

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Pregnancy and related services data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Teacher/Student Ratio**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 All IDEA students matriculate to college

Performance Objective 1

College Prep Average ACT score of 21 or better by high school graduation (HB3)

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Early and Ongoing ACT Preparation:
Start Early: Introduce ACT preparation activities and resources starting in 9th grade to build foundational skills and familiarize students with the test format.
Offer Test Prep Courses: Provide optional or required ACT test preparation courses throughout high school, focusing on content review, test-taking strategies, and practice tests.

Strategy's Expected Result/Impact: Higher achievement score

Staff Responsible for Monitoring: College counselor

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

Targeted Instruction and Support:
Analyze Performance Data: Use diagnostic assessments to identify students' strengths and areas for improvement in key ACT subjects (English, math, reading, science).
Implement Focused Instruction: Offer targeted instruction and tutoring in areas where students need the most help, based on diagnostic results and practice test performance.

Strategy's Expected Result/Impact: Enhanced academic skills

Staff Responsible for Monitoring: College Counselor

Funding Sources: Pay for workshop SCE Accelerated Instruction (PIC 24), $1,400

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 3

Integrated ACT Practice:
Incorporate Practice into Curriculum: Integrate ACT practice questions and test-taking strategies into the regular curriculum to ensure students are consistently exposed to test content.
Schedule Practice Tests: Administer full-length practice tests regularly to familiarize students with the test format, timing, and question types.

Strategy's Expected Result/Impact: Consistent exposure to test content

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 4

Monitor Progress and Adjust Strategies:
Track Student Performance: Regularly monitor students' progress through practice tests and assessments to gauge readiness and adjust support strategies as needed.

Strategy's Expected Result/Impact: Scholars will increase their chances of reaching 21 or higher on ACT

Staff Responsible for Monitoring: College Counselor

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Strategy 5

Writing Workshop to assist students with resume and personal statement building,

Strategy's Expected Result/Impact: Increase students' chances in college acceptance

Staff Responsible for Monitoring: College counselor

Funding Sources: workshop SCE Accelerated Instruction (PIC 24), $900

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 2

100% of graduates meet TSIA college readiness benchmark (HB3)

Strategy 1

Early Diagnostic Assessment and Targeted Support:

Strategy's Expected Result/Impact: Improve College Readiness

Staff Responsible for Monitoring: College Counselor

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Strategy 2

Focused Instruction and Remediation:

Strategy's Expected Result/Impact: Enhanced student support

Staff Responsible for Monitoring: College counselor

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 3

85% of seniors will matriculate to a 4-year college.

Evaluation Data Source: Naviance, DCC check-ins

Strategy 1

Track senior progress during RTTC.

Strategy's Expected Result/Impact: Seniors attend a 4-year college.

Staff Responsible for Monitoring: DCC

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Goal 2 IDEA achieves an A Rating

Performance Objective 1

CP: 42% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Source: TELPAS scores

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy

Personalized Language Support:
Assess Language Proficiency: Use Summit K-12 BOY, MOY, and EOY to assess student progress.
Create Individual Learning Plans: Use Ellevation to create individual learning plans.

Strategy's Expected Result/Impact: Improved Language Proficiency

Staff Responsible for Monitoring: EB PP, Instructional Lead Team, Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Strategy 2

Monitor and Adjust:
Track Progress: Regularly review students' progress and adjust strategies as needed to ensure continued growth.
Seek Feedback: Gather input from students, parents, and teachers to refine and improve support practices.

Strategy's Expected Result/Impact: Ongoing Improvement

Staff Responsible for Monitoring: EB PP, Instructional Lead Team, Teachers

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Performance Objective 2 ☑ High Priority

CP: 100% of identified scholars meet required minutes per House Bill 1416

Evaluation Data Source: PowerBi metrics

Strategy 1

100% of HB 1416 students will meet required minutes of extra instruction for the 25-26 school year.

Strategy's Expected Result/Impact: Consistent and effective intervention will increase academic progress

Staff Responsible for Monitoring: HB1416 PP, Instructional Lead Team, Teachers

Funding Sources: Saturday School and afterschool tutoring SCE Accelerated Instruction (PIC 24), 356/357, $24,635.09

Formative Reviews

	November	March	July
	Considerable Progress	✓ Accomplished	

Strategy 2

100% of Accelerated Educational Plan are communicated and signed by stakeholders.

Strategy's Expected Result/Impact: Increased engagement and participation

Staff Responsible for Monitoring: HB1416 PP, Instructional Lead Team, Teachers

Formative Reviews

	November	March	July
	Moderate Progress	✓ Accomplished	

Performance Objective 3 ☑ High Priority

CP: 60% of SPED Students attain approaches in STAAR by June 2026 (TEC 11.253(d)(2))

Evaluation Data Source: STAAR/EOC

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

100% of SPED inclusion students are receiving support daily in general education classes.

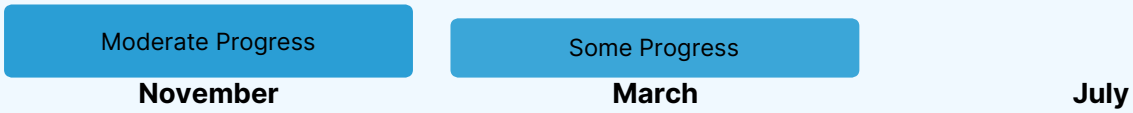
Strategy's Expected Result/Impact: Student access to grade level content which will in turn result in high achievement.

Staff Responsible for Monitoring: Special Education Inclusion teachers, Instructional Lead Team

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 2

100% of SPED inclusion students will monitor their own progress and growth.

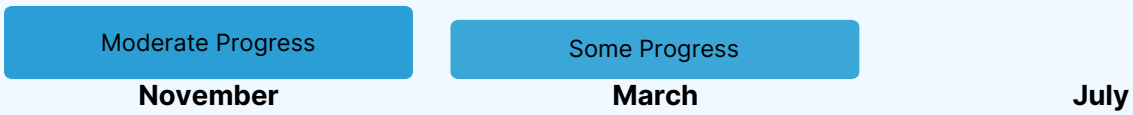
Strategy's Expected Result/Impact: Increase in student overall student performance in reading, writing, and math achievement.

Staff Responsible for Monitoring: SPED Inclusion Teacher and Instructional Lead Team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 4

CP: School achieves 82/52/22 in approaches/meets/masters as measured by the STAAR testing
Required Strategy: Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

Evaluation Data Source: EOC, exit tickets, District assessments

Strategy 1

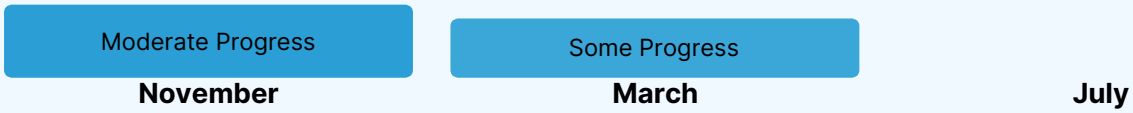
Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately

Strategy's Expected Result/Impact: School achieves 90/60/30 in approaches/meets/masters as measured by the STAAR testing

Staff Responsible for Monitoring: Content leads, managers, APIs, & Principal

TEA Priorities: Improve low-performing schools

Formative Reviews



Strategy 2

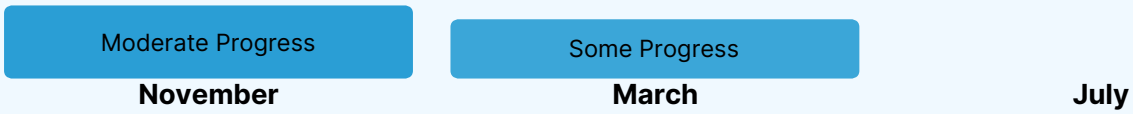
Bi-Weekly data conversations with content teachers and teams to monitor student progress and create plans of immediate actions.

Strategy's Expected Result/Impact: Refocused opportunities for learning which will increase students' proficiency over time.

Staff Responsible for Monitoring: Content managers, APIs, and Principal

TEA Priorities: Improve low-performing schools

Formative Reviews



Performance Objective 5

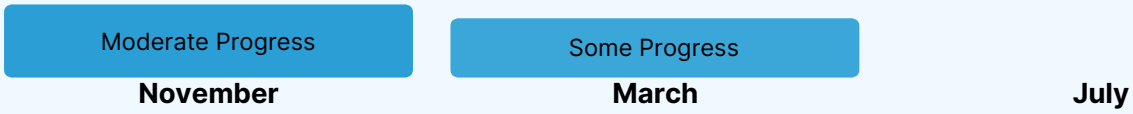
By May of 2026, we will increase English I from 66 to 69 and English II from 71 to 76.

Evaluation Data Source: exit tickets, benchmark assessments, EOC

Strategy 1

Targeted intervention for identified learners needing additional support based on exit ticket, unit assessments, and benchmarks.

Formative Reviews

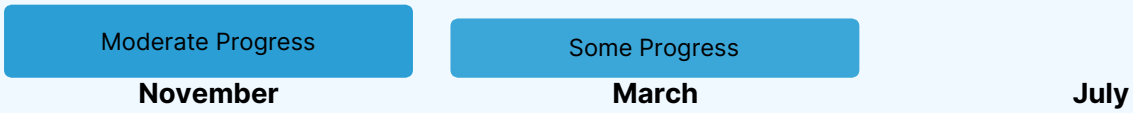


Strategy 2

Use level up writing tracker to monitor writing progress.

Strategy's Expected Result/Impact: exit tickets, benchmark assessments, unit assessments

Formative Reviews



Performance Objective 6

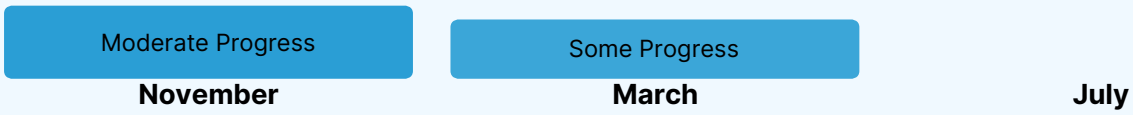
By end of May 2026, we will increase math scores by 10% from last year in middle school.

Evaluation Data Source: exit tickets, unit assessments, benchmark assessments.

Strategy 1

Targeted intervention for identified learners needing additional support based on exit ticket, unit assessments, and benchmarks.

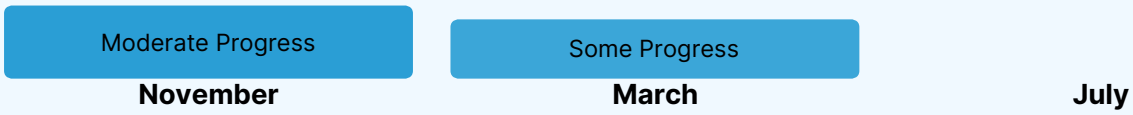
Formative Reviews



Strategy 2

Implement problem-solving sessions that emphasize understanding, strategy selection, and clear communication of reasoning. Use real-world word problems connected to students' interests and grade-level TEKS to build both comprehension and application skills.

Formative Reviews



Goal 3 Increase student persistence

Performance Objective 1

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

Strategy 1

Hold monthly CCT meetings

Strategy's Expected Result/Impact: IA & CP campus will receive a score of proficient or higher on the campus safety scorecard for the 2023-2020 academic year.

Staff Responsible for Monitoring: APO

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Strategy 2

Conduct monthly safety drills

Strategy's Expected Result/Impact: IA & CP campus will receive a score of proficient or higher on the campus safety scorecard for the 2023-2020 academic year. Students will be aware of all safety protocols.

Staff Responsible for Monitoring: APO

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Performance Objective 2

CP: 100% of schools 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))

Evaluation Data Source: Monthly activities on campus Coffee with the principal, Senior parent meetings, Report card night, Award assemblies

Strategy 1

Hold 1 to 2 persistence events a month for families

Strategy's Expected Result/Impact: Our expected result will be that we will be in compliance with Title 1 Family Engagement requirements.

Staff Responsible for Monitoring: Counselor and leadership team

Funding Sources: Family Engagment materials (MTW, School counselor support) Title I Parent Reservation (4120-PAR), $2,907.21

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Strategy 2

Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9) by increasing our social meeting presence by sharing information in our newsletter, remind, and Facebook.

Strategy's Expected Result/Impact: Increased parent participation in monthly and quarterly events.

Staff Responsible for Monitoring: Counselors and leadership team.

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Performance Objective 3

CP: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1

Create a Detailed Implementation Plan

Strategy's Expected Result/Impact: Timely completion

Staff Responsible for Monitoring: School Counselor

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 4

Increase student persistence by 2% from 76 to 78 by August of 2027.

Evaluation Data Source: locus dashboard, teacher classroom tracking

Strategy 1

Monthly touchpoints with new to IDEA students.

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Strategy 2

Hold monthly persistence events.

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Goal 4 Increase student daily attendance

Performance Objective 1

IDEA Rio Vista CP will increase 2% annual attendance rate for the 25-26 school year

Strategy 1

Create a Positive School Environment: Develop programs and activities that make school a welcoming and engaging place for students. This could include clubs, extracurricular activities, and student recognition programs.

Strategy's Expected Result/Impact: increase attendance

Staff Responsible for Monitoring: Teachers, APO, APIs, Counselors, SIS, Principal

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Strategy 2

Enhance Communication with Families:

Strategy's Expected Result/Impact: increase parent awareness

Staff Responsible for Monitoring: Teachers, APO, APIs, Counselors, SIS, Principal

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Performance Objective 2

By end of school year, we will decrease chronic absentiseem by 5%.

Strategy 1

Monitor and track weekly progress

Strategy's Expected Result/Impact: students will increase minutes

Staff Responsible for Monitoring: Coaches

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Strategy 2

Invest students and families

Strategy's Expected Result/Impact: increase participation

Staff Responsible for Monitoring: Coaches

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Goal 5 Increase staff retention

Performance Objective 1

CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy 1

Integrate Managers into the Lesson and Coaching Cycle for Targeted Feedback and Professional Development

Strategy's Expected Result/Impact: Teachers will rate proficient or higher in APR.

Staff Responsible for Monitoring: Instructional Lead Team (managers (APIs, Principal)

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Strategy 2

Foster Positive Relationships with Teachers Through Ongoing Authentic Conversations

Strategy's Expected Result/Impact: Teachers will remain year after year

Staff Responsible for Monitoring: All leadership team members

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Performance Objective 2

CP: IDEA Rio Vista CP is 85% staffed for all teacher positions throughout the 2025-26 school year.

Required Strategy: recruit and hire high quality candidates per role by using high quality resume criteria

Strategy 1

Foster Positive Relationships with Teachers Through Ongoing Authentic Conversations

Strategy's Expected Result/Impact: Staff retention goals are met.

Staff Responsible for Monitoring: GTLs, Lead Team, other staff members

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Strategy 2

Recruit and hire high quality candidates per role by using high quality resume criteria.

Strategy's Expected Result/Impact: Staff retention goals are met

Staff Responsible for Monitoring: GTLs, Lead Team, other staff members

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Goal 6 Increase student enrollment (no required performance objectives/strategies)

Performance Objective 1 ☑ High Priority

IDEA Rio Vista CP will be 100% fully enrolled by the 11th day of snapshot (continuing to work on enrollment year-long).

Evaluation Data Source: Power BI

Strategy 1

Recruit and support enrollment with holding mini WTI meeting with new families.

Strategy's Expected Result/Impact: Meet enrollment

Staff Responsible for Monitoring: APO, Principal, and Enrollment Coordinator

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Title I Summary

Title I Personnel

Name	Position	Program	FTE
DANIEL JOHN AGUILAR	TEACHER - INTERVENTIONIST	School-wide Program	1
KRYSTAL Monee ADAMS	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Pay for workshop	--	$1,400.00
1	1	5	workshop	--	$900.00
2	2	1	Saturday School and afterschool tutoring	356/357	$24,635.09
				Sub-Total	$26,935.09
				Budgeted Fund Source Amount	$39,619.77
				+/- Difference	**$12,684.68**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,661.33
				+/- Difference	**$7,661.33**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$9,553.23
				+/- Difference	**$9,553.23**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	Family Engagment materials (MTW, School counselor support)	--	$2,907.21
				Sub-Total	$2,907.21
				Budgeted Fund Source Amount	$2,710.44
				+/- Difference	**-$196.77**

IDEA Public Schools

Rise Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:49 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Needs Assessment Overview 5

Demographics 6

Student Learning 8

School Processes & Programs 10

Perceptions 12

Priority Problem Statements 14

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 19

Support Systems and Other Data 19

Goals 20

Goal 1 : Increase Student Academic Achievement 21

Goal 2 : Improve Student Culture, Safety, and Persistence 24

Goal 3 : Improve Daily Student Attendance 27

Goal 4 : Increase Staff Retention and Development 29

Goal 5 : Improve Family Engagement and Community Partnerships 32

Title I Summary 34

Title I Personnel 35

Comprehensive Needs Assessment

Needs Assessment Overview

Summary

IDEA Rise Academy serves, at maximum enrollment, 720 students in grades K–5 in Fort Worth, Texas. Our student population is 91% Economically Disadvantaged, 15% Emergent Bilingual, and 12% SPED. The campus is staffed by over 50 lead teachers and paraprofessionals, supported by a leadership team composed of three Assistant Principals of Instruction and one Assistant Principal of Operations.

The 2025–2026 Needs Assessment was developed collaboratively by school administrators, Grade Team Leaders (GTLs), Content Team Leaders (CTLs), PTA representatives, and CAN community partners. Multiple data sources were analyzed, including STAAR performance trends, TELPAS proficiency results, attendance and persistence reports, Locus dashboards, family engagement data, and staff pulse surveys.

Key findings from the CNA include a multi-year decline in 3rd grade reading and math performance, continued gaps in Domain 3 subgroups (particularly SPED and EB), and improved but still below-target attendance and persistence rates. Culture systems such as PBIS and House were effective in the first semester but weakened in execution during the spring. Leadership team capacity was also impacted by prolonged absences in both semesters, necessitating increased distribution of leadership responsibilities.

The Campus Improvement Plan (CIP) directly addresses these root causes. Priority goals focus on increasing academic outcomes through improved Tier 1 instruction and small-group intervention; re-establishing consistent student culture systems; improving attendance and family engagement structures; and building teacher support and retention systems. All required TEC components are included, and performance objectives are aligned to student achievement, school progress, and closing the gaps.

A formal Public Hearing will be held on August 28, 2025, to review the final CNA and CIP. Stakeholder engagement and feedback will continue to inform ongoing progress monitoring throughout the school year.

Demographics

Summary

Rise Academy serves a diverse student body in grades K–5. 91% of students are classified as Economically Disadvantaged, 15% are EB, and 12% receive SPED services. Teacher retention closed at 84.91%, nearing the IDEA average.

Strengths

- High staff retention relative to district benchmarks
- Stable enrollment across SY24–25

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	EB students perform below target in all STAAR-tested areas	Limited access to scaffolded Tier 1 instruction and inconsistent language acquisition strategies
2	Chronic absenteeism impacted ADA and student learning in early grades.	Inconsistent Tier 1 attendance interventions and lack of student ownership in early grades

★ = Priority

Student Learning

Summary

STAAR data showed declines in 3rd ELA and Math for a third consecutive year. However, 4th grade ELA improved significantly, and 5th grade Math and Reading maintained relative strength. Domain 3 subgroup gaps persisted

Strengths

- 4th grade ELA STAAR Meets increased from 34% to 41%
- 5th grade Math and Reading held above 60% Approaches

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	3rd Grade academic performance has declined for three consecutive years across all tested areas.	Inconsistent internalization and lack of real-time feedback loops in early-grade Tier 1 instruction
2 ★	Domain 3 subgroup performance reflects ongoing equity gaps for SPED and EB students.	Limited access to scaffolded Tier 1 instruction and inconsistent subgroup monitoring

★ = Priority

School Processes & Programs

Summary

PLCs were held weekly with a focus on curriculum internalization and student work analysis. RTI systems were partially implemented. Leadership coaching was impacted by the Principal's FMLA absences.

Strengths

- Weekly PLCs with student work protocols
- Increased Locus data usage across teams

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Tier 2/3 intervention systems lacked consistency	Limited follow-through and uneven use of Locus-based progress monitoring tools

★ = Priority

Perceptions

Summary

Family surveys show 92% overall satisfaction. Teacher pulse check data showed early-year culture strength, with a decline in Q4. CAN partners expressed support for alignment to family needs and events.

Strengths

- High family satisfaction on surveys
- Sustained partnerships with CAN and PTA

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Culture systems like PBIS and House lost momentum in Semester 2	Lack of consistency in leader follow-up, incentives, and shared accountability
2	Chronic absenteeism impacted ADA and student learning in early grades.	Inconsistent Tier 1 attendance interventions and lack of student ownership in early grades

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	3rd Grade academic performance has declined for three consecutive years across all tested areas.	Inconsistent internalization and lack of real-time feedback loops in early-grade Tier 1 instruction
2 ★	Domain 3 subgroup performance reflects ongoing equity gaps for SPED and EB students.	Limited access to scaffolded Tier 1 instruction and inconsistent subgroup monitoring
3 ★	Tier 2/3 intervention systems lacked consistency	Limited follow-through and uneven use of Locus-based progress monitoring tools
4 ★	EB students perform below target in all STAAR-tested areas	Limited access to scaffolded Tier 1 instruction and inconsistent language acquisition strategies

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**

- [x] **Local benchmark or common assessments data**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**

- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Increase Student Academic Achievement

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

By May 2026, 3rd grade students will increase Meets performance on STAAR Reading from 25% to 40% and on STAAR Math from 16% to 35%.

Evaluation Data Source: STAAR 2025 & 2026 results, Locus dashboard, teacher CFUs

Strategy 1

Conduct weekly internalization meetings and biweekly implementation walkthroughs focused on Tier 1 lesson execution.

Strategy's Expected Result/Impact: Improved fidelity in early-grade instruction and student performance gains in 3rd grade.

Staff Responsible for Monitoring: API, Grade Team Leads

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	3rd Grade academic performance has declined for three consecutive years across all tested areas.	Inconsistent internalization and lack of real-time feedback loops in early-grade Tier 1 instruction

Performance Objective 2 ☑ High Priority

By May 2026, 50% of SPED students and 50% of EB students will meet the Approaches level or higher on their respective STAAR Reading and Math assessments.

Evaluation Data Source: STAAR 2025 & 2026 results, TELPAS, subgroup tracking in Locus

Strategy 1 ☑ Results Driven Accountability

Use Locus subgroup data dashboards and targeted leader-led small groups for SPED and EB students.

Strategy's Expected Result/Impact: Increased subgroup performance and alignment to Domain 3 growth targets.

Staff Responsible for Monitoring: API, SPED Coordinator, Interventionists

Problem Statements: Student Learning 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	3rd Grade academic performance has declined for three consecutive years across all tested areas.	Inconsistent internalization and lack of real-time feedback loops in early-grade Tier 1 instruction

Performance Objective 3 ☑ High Priority

By May 2026, 90% of HB1416-eligible students will meet their required accelerated instruction hours with documented progress toward growth goals.

Evaluation Data Source: HB1416 tutoring logs, Locus progress monitoring, parent communication records

Strategy 1

Protect and monitor RTI and HB1416 time blocks through weekly progress reviews and direct teacher support.

Strategy's Expected Result/Impact: Ensure eligible students meet state-mandated hours and show growth

Staff Responsible for Monitoring: API, Interventionists, Tutoring scheduler

Problem Statements: School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Tier 2/3 intervention systems lacked consistency	Limited follow-through and uneven use of Locus-based progress monitoring tools

Goal 2 Improve Student Culture, Safety, and Persistence

Performance Objective 1 ☑ High Priority

IA Rise will achieve 100% compliance with the campus safety drill calendar and required Safer, Smarter Schools implementation by May 2026.

Evaluation Data Source: Organizational tracker, monthly drill documentation, implementation logs

Strategy 1

Ensure monthly and quarterly drills are conducted and documented by APO per district safety protocols.

Strategy's Expected Result/Impact: Improved campus safety readiness and compliance with all required procedures

Staff Responsible for Monitoring: Assistant Principal of Operations (APO)

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2 ☑ High Priority

90% of classrooms will implement Move This World with fidelity by May 2026.

Evaluation Data Source: SEL implementation tracker, observation checklists, student surveys

Strategy 1

Conduct weekly SEL lessons and reinforce through morning meetings and behavior reset protocols.

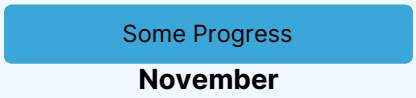
Strategy's Expected Result/Impact: Improved student self-regulation and fewer behavior escalations

Staff Responsible for Monitoring: School Counselor, APIs, GTLs

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 3 ☑ High Priority

Reduce major behavior incidents by 10% from 2024-25 baseline by May 2026.

Evaluation Data Source: PBIS Automated Referral System (ARS), SEL logs, weekly discipline data reviews

Strategy 1

Implement a consistent campus-wide PBIS model including daily incentives, weekly House celebrations, and restorative reset time for behavior.

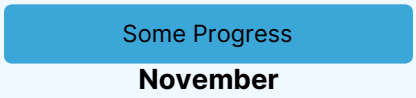
Strategy's Expected Result/Impact: Reduction in repeat behaviors and increased student engagement

Staff Responsible for Monitoring: Principal, APIs, GTLs

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 4 ☑ High Priority

Sustain >90% execution of House/SEL events through Q4 with >75% student participation.

Evaluation Data Source: PBIS Reports, MTW audits,

Strategy 1

Launch pre-scheduled House celebrations with grade-band ownership and recognition trackers.

Strategy's Expected Result/Impact: Increased student belonging and behavior investment.

Staff Responsible for Monitoring: Principal, APIs, SC, GTLs

Formative Reviews

Some Progress

November | March | July

Strategy 2

Conduct monthly SEL fidelity checks through Move This World audit logs.

Strategy's Expected Result/Impact: Consistent SEL lesson implementation across classrooms.

Staff Responsible for Monitoring: Counselor, APIs

Formative Reviews

Some Progress

November | March | July

Goal 3 Improve Daily Student Attendance

Performance Objective 1 ☑ High Priority

IA Rise will achieve an annual Average Daily Attendance (ADA) rate of 95% or higher by May 2026.

Evaluation Data Source: Locus dashboards, ADA reports, weekly attendance reports

Strategy 1

Implement tiered attendance intervention protocols using Locus data for early identification and support.

Strategy's Expected Result/Impact: Reduction in chronic absenteeism and improved daily attendance trends

Staff Responsible for Monitoring: Principal, APIs, APO, SIS

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Utilize PBIS incentives and weekly House competitions to reinforce student ownership of attendance.

Strategy's Expected Result/Impact: Increased student motivation and engagement resulting in fewer absences

Staff Responsible for Monitoring: Principal, APIs, GTLs

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 ☑ High Priority

IA Rise will achieve a year-end student persistence rate of 90% or higher by May 2026.

Evaluation Data Source: Persistence dashboards, parent feedback forms, onboarding documentation

Strategy 1

Launch a structured 30-day onboarding system for new families, including welcome calls, culture nights, and parent surveys.

Strategy's Expected Result/Impact: Improved early family connection and reduced first-60-day withdrawals

Staff Responsible for Monitoring: Principal, School Counselor (as the Family Engagement Coordinator), Enrollment Coordinator

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Begin monthly Pulse Calls to families in August to maintain proactive communication and address concerns early.

Strategy's Expected Result/Impact: Increased family satisfaction and likelihood of year-long persistence

Staff Responsible for Monitoring: Principal, School Counselor, Grade Team Leads

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November **March** **July**

Goal 4 Increase Staff Retention and Development

Performance Objective 1 ☑ High Priority

IA Rise will retain at least 90% of instructional staff through the 2025-2026 school year.

Evaluation Data Source: Locus dashboards, exit interviews, Pulse Check survey results

Strategy 1

Implement quarterly Pulse Checks and monthly informal check-ins to assess satisfaction and support needs.

Strategy's Expected Result/Impact: Earlier intervention on burnout risks and improved staff retention

Staff Responsible for Monitoring: Principal, APIs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Conduct monthly recognition events and celebrations (e.g., staff shout-outs, birthday celebrations, Teacher of the Month).

Strategy's Expected Result/Impact: Increased staff morale and sense of belonging

Staff Responsible for Monitoring: Principal, APIs, APO

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2 ☑ High Priority

Reduce instructional coaching load to 10:1 for each instructional leader by BOY 2025.

Evaluation Data Source: Coaching rosters, Leader Time Use audits, Instructional Coverage Schedules

Strategy 1

Reassign coverage schedules and implement streamlined support blocks to protect leader coaching time.

Strategy's Expected Result/Impact: Higher-quality feedback cycles and stronger teacher growth trajectories

Staff Responsible for Monitoring: Principal, APIs

Problem Statements: School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Prioritize weekly coaching for new-to-role or lowest-performing teachers with differentiated support.

Strategy's Expected Result/Impact: Accelerated teacher skill development and improved student outcomes

Staff Responsible for Monitoring: Principal, APIs

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	EB students perform below target in all STAAR-tested areas	Limited access to scaffolded Tier 1 instruction and inconsistent language acquisition strategies

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	3rd Grade academic performance has declined for three consecutive years across all tested areas.	Inconsistent internalization and lack of real-time feedback loops in early-grade Tier 1 instruction
2	Domain 3 subgroup performance reflects ongoing equity gaps for SPED and EB students.	Limited access to scaffolded Tier 1 instruction and inconsistent subgroup monitoring

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Tier 2/3 intervention systems lacked consistency	Limited follow-through and uneven use of Locus-based progress monitoring tools

Goal 5 Improve Family Engagement and Community Partnerships

Performance Objective 1 ☑ High Priority

Achieve 90% implementation fidelity for required Family Engagement touchpoints by May 2026, including Meet the Teacher, Town Halls, Report Card Pick-Up, and Public Hearing.

Evaluation Data Source: Parent attendance logs, Pulse Survey responses, event sign-ins, Stream & Locus dashboards

Strategy 1

Launch and monitor a Family Engagement Calendar, including required and campus-initiated events, with monthly event reflections.

Strategy's Expected Result/Impact: Improved turnout at key events and stronger school-family partnerships

Staff Responsible for Monitoring: School Counselor (as Family Engagement Coordinator), Principal, APO

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2 ☑ High Priority

Ensure 100% of newly enrolled families complete onboarding by Day 30 of enrollment during the 2025-2026 school year.

Evaluation Data Source: Onboarding survey completion, 30-day contact logs, persistence data

Strategy 1

Implement a structured 30-day onboarding process that includes welcome calls, newsletters, culture videos, and classroom visits.

Strategy's Expected Result/Impact: Increased student/family persistence and early connection to school culture

Staff Responsible for Monitoring: Enrollment Coordinator, Counselor, Principal

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Title I Summary

Title I Personnel

Name	Position	Program	FTE
DIONNE MARIE NELSON	TEACHER - INTERVENTIONIST	School-wide Program	1
MICHEL GUERRERO	COTEACHER	School-wide Program	1
RANATA D LANGSTON	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1
Vacant	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Rise College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:51 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Data Documentation for CNA 4

- Improvement Planning Data 5
- Accountability Data 5
- Student Data: Assessments 5
- Student Data: Student Groups 5
- Employee Data 5
- Parent/Community Data 5

Goals 6

- Goal 1 : Improve Student Academic Achievement Across All Grade Levels 7
- Goal 2 : Close Achievement Gaps for English Learners and Special Populations 9
- Goal 3 : Improve Teacher Retention across the school. 11
- Goal 4 : Reduce chronic absenteeism at Rise CP. 13
- Goal 5 : Increase Student Persistence and Family Communication at Rise CP. 14

Title I Summary 17

- Title I Personnel 18

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **Performance Objectives with summative review (prior year)**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **SAT and/or ACT assessment data**

Student Data: Student Groups

- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

Employee Data

- [x] **Staff surveys and/or other feedback**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Goals

Goal 1 Improve Student Academic Achievement Across All Grade Levels

Performance Objective 1 ☑ High Priority

By June 2026, 65% of students will achieve Meets Grade Level on STAAR Reading and Math

Strategy 1

Provide weekly data-driven instruction (DDI) meetings for all core content teachers, facilitated by the Instructional Coach and Grade-Level Leads, to analyze exit tickets and adjust small group plans.

Strategy's Expected Result/Impact: 65% Meets and 30% Masters

Staff Responsible for Monitoring: API and Grade Team Lead

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July

Performance Objective 2 ☑ High Priority

By June 2026, 30% of students in will achieve Masters Grade Level on STAAR Math.

Strategy 1

Develop and implement unit internalization protocols that include exemplar responses and mastery-aligned questioning strategies. Led by the AP of Instruction during biweekly planning.

Strategy's Expected Result/Impact: Increase rigor across instructional deliver

Staff Responsible for Monitoring: API

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November	March	July

Goal 2 Close Achievement Gaps for English Learners and Special Populations

Performance Objective 1 ☑ HB3 Goal

Increase TELPAS composite scores by one level for 60% of EL students by Spring 2026.

Strategy 1

Conduct monthly sheltered instruction PD sessions led by the EL Coordinator, focused on integrating speaking and writing strategies across all core classes.

Strategy's Expected Result/Impact: 60% of ELs grow at least one composite level on TELPAS

Staff Responsible for Monitoring: EB Coordinator

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Performance Objective 2

Raise STAAR Meets Grade Level scores for SPED students by 10 percentage points in Math

Strategy 1

Strengthen co-teaching and small-group intervention for SPED students in Math.

Strategy's Expected Result/Impact: Increase STAAR Meets scores for SPED students in Math by 10 percentage points.

Staff Responsible for Monitoring: Inclusion SPED teachers, Gen Ed Math teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July

Performance Objective 3

Raise STAAR Meets Grade Level scores for SPED students by 10 percentage points in Reading.

Strategy 1

100% of SPED students will receive data-driven instruction based on both IEP goals and STAAR-aligned standards.

Strategy's Expected Result/Impact: +3% Meets gain per formative review checkpoint

Staff Responsible for Monitoring: Inclusion and intervention classrooms during RLA instructional blocks

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July

Goal 3 Improve Teacher Retention across the school.

Performance Objective 1 ☑ High Priority

Increasing the AEES survey data for the leaders on the campus for an average of 85% on priority statements.

Strategy 1

Conduct bi-monthly 2x2 feedback meetings between the principal and each leadership team member to align expectations, provide support, and discuss AEES priority statement themes.

Strategy's Expected Result/Impact: 85% or higher campus average on AEES priority statements related to trust in leadership, clarity of communication, and role satisfaction.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 2

100% of teachers will complete the Staff Development Cycle round 1 "goal setting", round 2 "2x2", round 3 "APR".

Strategy 1

Create and maintain a campus-wide tracker in Google Sheets, updated weekly, to monitor staff progress across all three rounds.

Strategy's Expected Result/Impact: 100% of teachers complete all three Staff Development Cycle components with documented evidence in the staff development tracker.

Staff Responsible for Monitoring: Principal and API

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November	March	July

Strategy 2

Provide onboarding and refresher sessions on the Staff Development Cycle process during August PD and midyear staff meetings.

Strategy's Expected Result/Impact: 100% of teachers complete all three Staff Development Cycle components with documented evidence in the staff development tracker.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

November	March	July

Goal 4 Reduce chronic absenteeism at Rise CP.

Performance Objective 1 ☑ High Priority

Rise CP will reduce the percentage of students identified as chronically absent (missing 10% or more of school days) to under 10%,

Strategy 1

Implement a tiered attendance system:

Tier 1: Monthly incentives for homerooms with [?]97% ADA (funded by campus budget or donations)

Tier 2: Weekly attendance calls/texts home by teachers for students under 94% ADA

Tier 3: Counselor/Administrator-led parent conferences and personalized attendance contracts for students <90%

Strategy's Expected Result/Impact: Decrease chronic absenteeism from current level to 9% or below by May 2026

Staff Responsible for Monitoring: Assistant Principal of Operations (APO), Counselor, Grade-Level Leads

Formative Reviews

November	March	July

Goal 5 Increase Student Persistence and Family Communication at Rise CP.

Performance Objective 1 ☑ High Priority

100% of students at Rise CP will participate in a coordinated school health program--including physical education, SEL lessons, and campus-wide wellness initiatives

Strategy 1

Ensure 100% of students receive moderate to vigorous physical activity (MVPA) through structured PE classes and RTTC sessions at least 3 times per week
.

Strategy's Expected Result/Impact: 10% increase in students meeting the "Healthy Fitness Zone" on the FitnessGram

Staff Responsible for Monitoring: Principal and API

Formative Reviews

November	March	July

Strategy 2

Conduct personal follow-ups for all families. not yet attended 2 weeks before the first day of school

Staff Responsible for Monitoring: Principal, APO, Enrollment coordinator

Formative Reviews

November	March	July

Performance Objective 2 ☑ High Priority

85% of 8th graders will transition to 9th grade by implementing a yearlong high school onboarding plan.

Strategy 1

Implement a four-phase onboarding plan:

Phase 1 (Fall): High school preview sessions during RTTC and a parent night outlining graduation plans and course pathways

Phase 2 (Winter): Individual high school transition meetings with families to review credits, expectations, and support systems

Phase 3 (Spring): Shadow days for 8th graders with 9th grade mentors and walkthroughs of HS schedules and routines

Phase 4 (Summer): High school readiness camp and virtual onboarding for any students/families unable to attend spring events

Strategy's Expected Result/Impact: 85% or more of current 8th graders enroll in and attend 9th grade at Rise CP by August 2026

Staff Responsible for Monitoring: Principal, School Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 3

Rise CP will increase family attendance at campus-hosted academic and culture events by 25%

Strategy 1

Develop and publish a campus-wide family event calendar at the start of the school year

Strategy's Expected Result/Impact: Rise CP will increase family attendance at campus-hosted academic and culture events by 25%

Staff Responsible for Monitoring: School Counselor

Formative Reviews

November	March	July

Performance Objective 4 ☑ High Priority

Implement 100% fidelity to the campus violence prevention and intervention plan, including SEL curriculum, PBIS systems, and restorative practices cycles.

Strategy 1

Maintain a clearly communicated and consistent PBIS system, including schoolwide expectations, positive behavior incentives, and weekly recognitions

Strategy's Expected Result/Impact: 100% of SEL lessons delivered on schedule

Staff Responsible for Monitoring: Principal and School Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
MAREO MONTANA WEBB	TEACHER - INTERVENTIONIST	School-wide Program	1
MARIE LYNDA AKONO	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools



Riverview Academy

2025-2026 Campus Improvement Plan

Board Approval Date:
August 12, 2025

Public Presentation Date:
August 7, 2025

Generated by Plan4Learning.com
March 12, 2026 at 10:20 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 12

Priority Problem Statements 14

Goals 17

Goal 1 : 1. Increase Academic Achievement in RLA 18

Goal 2 : 2. Increase academic performance in K-2 grade Reading 22

Goal 3 : 3. Increase the percentage of CSI Reading students meeting or exceeding their ... 26

Goal 4 : 4. Increase Family Engagement & Communication 29

Goal 5 : 5. Decrease Chronic Absenteeism 33

Title I Summary 38

Title I Personnel 39

Comprehensive Needs Assessment

Demographics

Summary

IDEA Riverview Academy is a Title one school that is an A rated campus with an over-enrollment number

of 713 students. Our fully enrolled campus is due to families wanting to bring students to our campus due to school safety, school rating and the joy our teachers bring. We offer quality classroom instruction with the mission of College for All.

Riverview Academy demographics include 94.2% of student population being economically disadvantaged, 96.07% Hispanic, 12.98% disabilities and 80.22% Emergent Bilingual.

Strengths

1. High Teacher Retention

2. Above the district ADA %.

3. A-Rated campus despite our high number of EB and low socio-economic population.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Instructional staff face increased challenges in delivering rigorous, grade-level instruction due to the large number of Emerging Bilingual (EB) students who require targeted language	Given our location our student body consists of high numbers of EB students.
2 ★	There is a need to maintain and further reduce our already low chronic absenteeism rate to ensure high levels of student engagement, academic performance, and campus success. Without sustained attention, early interventions, and consistent family communication, we risk a gra	We have the highest offenders in our Kinder-2nd grade levels and some of the contributing factors are high illnesses, low parent engagement as well the same offenders year after year.

★ = Priority

Student Learning

Summary

IDEA Riverview Academy students demonstrated meaningful academic progress across grade levels based on cumulative assessment data. Notable gains were observed in 3rd and 4th grade RLA, with 15- and 11-point SAS increases respectively. 5th grade emerged as the strongest-performing cohort, earning SAS scores of 69 in RLA, 58 in Math, and 81 in Science. In K–2, student readiness remains strong, with 96% of students performing at Approaches or above in reading and 91% in math. Additionally, K–2nd students demonstrated 51% overall growth in DIBELS assessment. While math performance in grades 3–5 declined slightly, targeted reteach plans and instructional adjustments are in place. Priorities for 2025–2026 include early writing development, EB scaffolds, and deeper comprehension for EB's.

Strengths

1. 100% of students in PE have met their IHT minutes.

2. 5th grade is the strongest performing grade level overall, earning the highest SAS scores on the Mock Exam: 69 in RLA, 58 in Math, and 81 in Science.

3. Kinder students are showing strong foundational readiness with 97% Approaches in both Wit and Wisdom curriculum and Math, and 80% and 56% Masters respectively.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Professional Development sessions are available year-round but EB support is limited in the curriculum corner.	Staff plans the majority of misconceptions around the general population and native English speakers.
2 ★	There is a need to build student writing development in K-2nd.	Inconsistent coaching and expectations for utilization of given curriculum/resources.
3 ★	There is a need to increase the number of students meeting their two year growth in CSI Reading from 13% to 50%.	Students not invested in CSI and some students have done the same program for multiple years with minimal progress. Students were not taught how to comprehend what they were reading and just focused on decoding.

★ = Priority

School Processes & Programs

Summary

At the K–2 level, students receive differentiated, TEKS-aligned instruction through the district-adopted Direct Instruction (DI) curriculum, which provides foundational reading support based on students' individual instructional levels. Core content instruction is delivered using research-based, district-provided curricula: Wit & Wisdom for English Language Arts and Reading, Eureka Math for Mathematics, Insight for Social Studies, and Amplify for Science. All materials are vertically aligned and designed to build academic readiness and support mastery of state standards assessed through STAAR.

Technology is seamlessly embedded into daily instruction across all grade levels, including 3rd–5th grade classrooms. Teachers utilize digital tools to enhance lesson delivery, increase student engagement, monitor real-time understanding, and provide immediate feedback. In alignment with district expectations, district, and state assessments are administered online to support digital literacy and streamline data collection.

To address academic learning gaps and accelerate student progress, the campus implements a structured intervention system. All students participate in designated intervention blocks during the instructional day. Students who are identified as performing more than two years below grade level in reading receive additional support through Critical Student Intervention (CSI), a small-group instructional block that delivers targeted interventions based on individual student needs. Data sources such as DIBELS (administered to K–2 students) are used to drive instructional decisions, monitor progress, and adjust student groupings on an ongoing basis.

In the 2025–2026 school year, the campus will expand its student experience through the integration of new electives into the daily schedule. Students across grade levels will have access to enrichment opportunities in Art, Handwriting, Accelerated Reader (AR), Music, Theatre, and Robotics. These offerings are designed to support creativity, self-expression, and digital fluency while reinforcing academic skills.

Professional learning is embedded into the school culture. Teachers engage in monthly professional development sessions focused on campus-wide instructional priorities, content alignment, and data-informed practices. Teacher leadership is cultivated through opportunities to lead instructional rounds, participate in Most Pressing Problem (MPP) protocols, and apply coaching strategies with peers, supporting both instructional coherence and leadership capacity.

Campus operations are guided by a comprehensive Core Calendar that coordinates instructional and operational priorities. This tool ensures transparency, alignment, and proactive planning among school leaders and staff. Established operating mechanisms—including leadership huddles, cascade systems for key messages, and routine progress monitoring—promote consistency and support the execution of campus goals.

Instructional coaching is a cornerstone of continuous improvement. All teachers receive weekly coaching through scheduled classroom observations, real-time feedback, and structured coaching conversations. Coaching cycles and evidence are tracked using the School Status platform, ensuring continuity and alignment with campus instructional priorities.

Family and community engagement are supported through daily teacher and leader outreach efforts. Consistent ADA calls are conducted to encourage strong student attendance and foster school-home partnerships, contributing to a positive campus culture and improved student outcomes.

Strengths

1. **Differentiated and Data-Driven Instruction**
    - Differentiated reading instruction in K–2 and targeted interventions (CSI) for students performing below grade level reflect strong systems for addressing diverse learning needs.
2. **Embedded Intervention Structures**
    - Dedicated in-school intervention and CSI blocks, supported by frequent progress monitoring (e.g., DIBELS), provide

timely academic support and evidence-based instructional adjustments.

3. **Expanded Elective Opportunities**
    - New electives such as Art, Handwriting, AR, Music, Theatre, and Robotics promote whole-child development, creativity, and student engagement.
4. **Ongoing, Targeted Professional Development**
    - Monthly PD sessions address campus-wide instructional trends and individual teacher growth areas, supporting continuous professional improvement.
5. **Intentional Teacher Leadership Development**
    - Instructional rounds, Most Pressing Problem (MPP) protocols, and peer coaching provide structured opportunities to grow teacher-leaders and distribute instructional leadership.
6. **Consistent Operational Planning and Execution**
    - A campus-wide Core Calendar and structured operating mechanisms (e.g., leadership huddles, message cascades) ensure alignment, communication, and consistent implementation of goals.
7. **Collaboration Across Grade Levels**
   Grade-level and cross-grade collaboration ensures instructional alignment, supports data-informed planning, and strengthens continuity in student learning experiences.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	The campus lacks consistent implementation and monitoring of RTI and student data tracking systems, resulting in limited visibility into the progress of struggling students.	1. The campus has not established clear operating mechanisms (e.g., data meetings, progress monitoring protocols) to routinely review and respond to student intervention progress. 2. Teachers have not received targeted professional development on effective RTI practices, data analysis, or progress monitoring systems.
2 ★	Parents and families have limited access to information about school programs, academic expectations, and how to support their child's learning at home.	The campus lacks a consistent and structured communication system to inform and engage parents regarding instructional programs, student progress, and school initiatives.

★ = Priority

Perceptions

Summary

IDEA Riverview Academy has consistently maintained strong staff retention, with more than 85% of staff returning each year. The campus fosters open communication between parents, teachers, and administrators through multiple established systems, including Remind, Class Dojo, and Microsoft Teams. While these digital platforms have streamlined communication, parental involvement has declined over the past two years, largely due to the impacts of COVID-19. Additionally, the transition to fully digital family surveys has led to a drop in response rates, as many parents prefer paper-based survey options. Continued focus is needed on increasing parent engagement and adapting survey methods to better suit family preferences.

Strengths

1. **90.00% of IDEA Riverview Academy students persist with us.**
2. **100% Teacher Retention**
3. **90% of assigned teachers use MTW with fidelity**

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	There is a need to increase parental involvement opportunities for parents to improve student achievement.	There is a lack of structured programs that explicitly connect parent participation to academic goals and student learning outcomes. As a result, parents may not clearly see how their involvement can directly impact their child's academic success, leading to decreased engagement and support for learning outside of school.
2 ★	There is a need to increase students' celebrations (ADA, Academics...)	There is inconsistent, infrequent celebrations across grade levels, or not widely communicated, resulting in diminished student motivation and engagement. Additionally, limited stakeholder involvement (teachers,
3	There is a need to increase family feedback participation to ensure diverse parent voices are represented in campus decision-making and improvement planning.	Limited Survey Access: Current feedback tools (e.g., digital-only surveys) may not accommodate all families, especially those with limited internet access or digital literacy. Lack of Awareness: Some families are unaware of when or how to provide feedback due to inconsistent communication or language barriers.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	Parents and families have limited access to information about school programs, academic expectations, and how to support their child's learning at home.	The campus lacks a consistent and structured communication system to inform and engage parents regarding instructional programs, student progress, and school initiatives.
2	The campus lacks consistent implementation and monitoring of RTI and student data tracking systems, resulting in limited visibility into the progress of struggling students.	1. The campus has not established clear operating mechanisms (e.g., data meetings, progress monitoring protocols) to routinely review and respond to student intervention progress. 2. Teachers have not received targeted professional development on effective RTI practices, data analysis, or progress monitoring systems.
3	There is a need to increase parental involvement opportunities for parents to improve student achievement.	There is a lack of structured programs that explicitly connect parent participation to academic goals and student learning outcomes. As a result, parents may not clearly see how their involvement can directly impact their child's academic success, leading to decreased engagement and support for learning outside of school.
4	There is a need to increase students' celebrations (ADA, Academics...)	There is inconsistent, infrequent celebrations across grade levels, or not widely communicated, resulting in diminished student motivation and engagement. Additionally, limited stakeholder involvement (teachers,
5	There is a need to build student writing development in K-2nd.	Inconsistent coaching and expectations for utilization of given curriculum/resources.
6	There is a need to increase the number of students meeting their two year growth in CSI Reading from 13% to 50%.	Students not invested in CSI and some students have done the same program for multiple years with minimal progress. Students were not taught how to comprehend what they were reading and just focused on decoding.

7 ★	Instructional staff face increased challenges in delivering rigorous, grade-level instruction due to the large number of Emerging Bilingual (EB) students who require targeted language	Given our location our student body consists of high numbers of EB students.
8 ★	There is a need to maintain and further reduce our already low chronic absenteeism rate to ensure high levels of student engagement, academic performance, and campus success. Without sustained attention, early interventions, and consistent family communication, we risk a gra	We have the highest offenders in our Kinder-2nd grade levels and some of the contributing factors are high illnesses, low parent engagement as well the same offenders year after year.

★ = Priority

Goals

Goal 1 1. Increase Academic Achievement in RLA

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase the School Accountability Score (SAS) in 3rd Grade Reading Language Arts by 2 points by the end of the 2025-2026 academic year, as measured by STAAR performance data.

Evaluation Data Source: 1. Teachboost Report
2. Teachers' trackers
3. Leaders tracking document for data validy check.

Strategy 1

1. 100% of 3rd grade RLA teachers will receive weekly feedback as per School Status report.

Strategy's Expected Result/Impact: Ensure alignment between student performance data, rigor of instruction, and strategies to increase Meets and Masters performance--contributing to a 2-point increase in the 3rd grade RLA SAS.

Staff Responsible for Monitoring: Radha Enriquez/API

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

2. 100 % of teachers will track weekly data with 2 checkpoints by the end of the week.

Strategy's Expected Result/Impact: Teachers will be able to make timely instructional adjustments and deliver targeted reteach aligned to STAAR rigor. This consistent data-driven practice will lead to increased student mastery of high-leverage TEKS and result in a measurable increase in Meets and Masters performance

Staff Responsible for Monitoring: Radha Enriquez/API

Formative Reviews

Considerable Progress

November **March** **July**

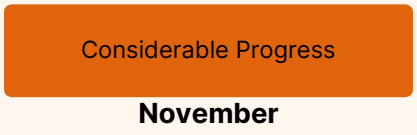
Strategy 3

3. Provide targeted suport based on completion and SAS (ET/District Exams)

Strategy's Expected Result/Impact: Instruction will become more focused on skill gaps, leading to an increase in the percentage of students performing at the Meets and Masters level on STAAR

Staff Responsible for Monitoring: Radha Enriquez/API

Formative Reviews



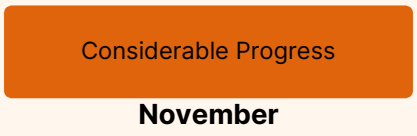
Strategy 4

4. Establish and implement a consistent operating mechanism for conducting validity checks of 10% student grades each grading cycle to ensure alignment between student performance data and recorded grades.

Strategy's Expected Result/Impact: Recorded grades accurately reflect student mastery of TEKS and STAAR-aligned expectations

Staff Responsible for Monitoring: Radha Enriquez/API

Formative Reviews



Performance Objective 2 ☑ High Priority

Increase the School Accountability Score (SAS) in 4th Grade Reading Language Arts by 3 points by the end of the 2025-2026 academic year, as measured by STAAR performance data.

Evaluation Data Source: 1. Teachboost Report
2. Teachers' trackers
3. Leaders tracking document for data validy check.

Strategy 1

1. 100% of 4th grade RLA teachers will receive weekly feedback as per Teachboost report.

Strategy's Expected Result/Impact: Ensure alignment between student performance data, rigor of instruction, and strategies to increase Meets and Masters performance--contributing to a 3-point increase in the 4th grade RLA SAS.

Staff Responsible for Monitoring: Radha Enriquez/API

Formative Reviews



Strategy 2

2. 100 % of teachers will track weekly data with 2 checkpoints by the end of the week.

Strategy's Expected Result/Impact: Teachers will be able to make timely instructional adjustments and deliver targeted reteach aligned to STAAR rigor. This consistent data-driven practice will lead to increased student mastery of high-leverage TEKS and result in a measurable increase in Meets and Masters performance

Staff Responsible for Monitoring: Radha Enriquez/API

Formative Reviews



Strategy 3

3. Provide targeted suport based on completion and SAS (ET/District Exams)

Strategy's Expected Result/Impact: Instruction will become more focused on skill gaps, leading to an increase in the percentage of students performing at the Meets and Masters level on STAAR

Staff Responsible for Monitoring: Radha Enriquez/API

Formative Reviews



Strategy 4

4. Establish and implement a consistent operating mechanism for conducting validity checks of 10% student grades each grading cycle to ensure alignment between student performance data and recorded grades.

Strategy's Expected Result/Impact: Recorded grades accurately reflect student mastery of TEKS and STAAR-aligned expectations

Staff Responsible for Monitoring: Radha Enriquez/API

Formative Reviews

November	March	July
Considerable Progress		

Goal 2 2. Increase academic performance in K-2 grade Reading

Performance Objective 1

Increase Kinder DIBELS EOY proficiency from 51% to 70%

Evaluation Data Source: 1. Teachboost Report.

2. Weekly data analysis notes and targeted reteach plans aligned to student needs submitted by teachers.

3. Observation look fors tool.

Strategy 1

1. Conduct weekly fidelity walkthroughs with 100% of teachers in DI and phonics blocks using a K-2 look-for tool and reflected in School Status..

Strategy's Expected Result/Impact: Increased instructional consistency and rigor.

Staff Responsible for Monitoring: Nancy Silva/API

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

2. Provide weekly coaching and feedback for teachers based on walkthrough data as reflected in School Status.

Strategy's Expected Result/Impact: Instructional gaps will be addressed in real time, improving teacher execution of foundational reading practices.

Staff Responsible for Monitoring: Nancy Silva/API

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

3. Analyze DIBELS sub-skill data bi-weekly (e.g., letter sounds, nonsense word fluency) to

identify gaps and plan reteach instruction, ensuring that 100% of teachers document weekly data analysis notes and targeted reteach plans aligned to student needs.

Strategy's Expected Result/Impact: Instruction will become more responsive to individual student needs. This strategic use of data will lead to timely, skill-specific interventions.

Staff Responsible for Monitoring: Nancy Silva/API

Formative Reviews



Performance Objective 2

Increase 1st grade DIBELS EOY proficiency from 57% to 70%

Evaluation Data Source: 1. Teachboost Report.

2. Weekly data analysis notes and targeted reteach plans aligned to student needs submitted by teachers.

3. Observation look fors tool.

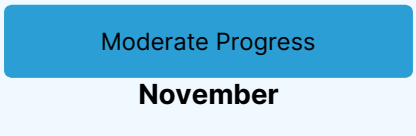
Strategy 1

1. Conduct weekly fidelity walkthroughs with 100% of teachers in DI and phonics blocks using a K-2 look-for tool and reflected in School Status.

Strategy's Expected Result/Impact: Increased instructional consistency and rigor.

Staff Responsible for Monitoring: Radha Enriquez/API

Formative Reviews



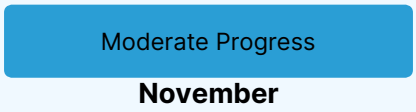
Strategy 2

2. Provide weekly coaching and feedback for teachers based on walkthrough data as reflected in School Status.

Strategy's Expected Result/Impact: Instructional gaps will be addressed in real time, improving teacher execution of foundational reading practices.

Staff Responsible for Monitoring: Radha Enriquez/API

Formative Reviews



Strategy 3

3. Analyze DIBELS sub-skill data bi-weekly (e.g., letter sounds, nonsense word fluency) to identify gaps and plan reteach instruction, ensuring that 100% of teachers document weekly data analysis notes and targeted reteach plans aligned to student needs.

Strategy's Expected Result/Impact: Instruction will become more responsive to individual student needs. This strategic use of data will lead to timely, skill-specific interventions.

Staff Responsible for Monitoring: Radha Enriquez/API

Formative Reviews



Performance Objective 3

Increase 2nd grade DIBELS EOY proficiency from 45% to 70%

Evaluation Data Source: 1. Teachboost Report.

2. Weekly data analysis notes and targeted reteach plans aligned to student needs submitted by teachers.

3. Observation look fors tool.

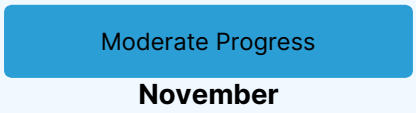
Strategy 1

1. Conduct weekly fidelity walkthroughs with 100% of teachers in DI and phonics blocks using a K-2 look-for tool and reflected in School Status.

Strategy's Expected Result/Impact: Increased instructional consistency and rigor.

Staff Responsible for Monitoring: Mirelle Moreno/API

Formative Reviews



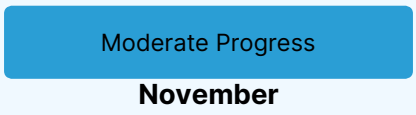
Strategy 2

2. Provide weekly coaching and feedback for teachers based on walkthrough data as reflected in School Satus.

Strategy's Expected Result/Impact: Instructional gaps will be addressed in real time, improving teacher execution of foundational reading practices.

Staff Responsible for Monitoring: Mirelle Moreno/API

Formative Reviews



Strategy 3

3. Analyze DIBELS sub-skill data bi-weekly (e.g., letter sounds, nonsense word fluency) to identify gaps and plan reteach instruction, ensuring that 100% of teachers document weekly data analysis notes and targeted reteach plans aligned to student needs.

Strategy's Expected Result/Impact: Instruction will become more responsive to individual student needs. This strategic use of data will lead to timely, skill-specific interventions.

Staff Responsible for Monitoring: Mirelle Moreno/API

Formative Reviews



Goal 3

3. Increase the percentage of CSI Reading students meeting or exceeding their RenStar growth goal.

Performance Objective 1

By EOY 2025-2026, 100% of Tier 2 and Tier 3 students will have intervention plans documented and progress monitored biweekly in a campus-wide MTSS system.

Evaluation Data Source: 1. MTSS Tracking System Reports
2. Biweekly Progress Monitoring Logs
3. Student Support Team (SST) Meeting Agendas/Notes
4. Administrator Walkthroughs and Fidelity Checks

Strategy 1

Launch and Train All Staff on a Campus-Wide MTSS Tracking System

Strategy's Expected Result/Impact: The school will establish a consistent and centralized method for documenting intervention plans and monitoring progress.

Staff Responsible for Monitoring: Principal

Formative Reviews

November	March	July
Accomplished	Accomplished	

Strategy 2

2. Conduct Biweekly SST (Student Support Team) Meetings

Strategy's Expected Result/Impact: Campus leaders and support staff will systematically review Tier 2 and Tier 3 student data, monitor intervention progress, and make timely decisions to adjust supports based on student need.

Staff Responsible for Monitoring: Principal/APIs/GTL/Teachers

Formative Reviews

November	March	July
Moderate Progress		

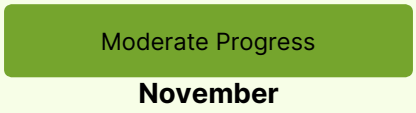
Strategy 3

3. Implement Monthly Fidelity Checks and Reviews

Strategy's Expected Result/Impact: ensure that intervention plans are being implemented as intended, progress monitoring is happening biweekly, and student data is being used to inform adjustments.

Staff Responsible for Monitoring: Principal/APIs/GTL

Formative Reviews



Performance Objective 2

By EOY 2025-2026 we will increase the percentage of CSI Reading students meeting their two-year growth goal from 10% to 50%

Evaluation Data Source: 1. Renstar student Growth Reports (BOY - MOY - EOY)
2. Small Group Lesson Plans
3. Progress Monitoring Tracker Weekly
4. Observations and Coaching Feedback Logs as per School Status report

Strategy 1

Track and Adjust Weekly CSI Small Group Instruction Based on Decoding Gaps

Strategy's Expected Result/Impact: Weekly tracking and adjustment of CSI small group instruction based on decoding gaps will lead to more targeted teaching, improved student reading skills, and increased progress toward meeting two-year growth goals--supporting the campus goal of raising CSI Reading growth from 13% to 50% by EOY 2025-2026.

Staff Responsible for Monitoring: Mirelle Moreno/API

Formative Reviews



Strategy 2

Conduct Weekly Progress Monitoring and Data Reviews for All CSI Students

Strategy's Expected Result/Impact: Weekly progress monitoring and data reviews for all CSI students will enable timely identification of skill gaps, ensure interventions remain aligned to student needs, and support responsive instructional adjustments--leading to increased student growth and higher percentages of students meeting their two-year CSI reading goals.

Staff Responsible for Monitoring: Mirelle Moreno/API

Formative Reviews



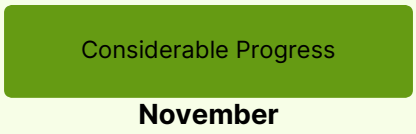
Strategy 3

Provide Coaching and Fidelity observations for CSI Implementation

Strategy's Expected Result/Impact: Providing coaching and fidelity observations for CSI implementation will ensure teachers deliver decoding instruction consistently and effectively. This will improve instructional quality, align practices with student needs, and lead to higher student growth rates--directly contributing to more CSI students meeting their two-year growth goals.

Staff Responsible for Monitoring: Mirelle Moreno/API

Formative Reviews



Goal 4 4. Increase Family Engagement & Communication

Performance Objective 1

By October 2025, host a Curriculum & Literacy Night with at least 60% family attendance.

Evaluation Data Source: 1. Sign-In Sheets (paper or digital)
2. Event Feedback Forms
3. Photo Documentation or Participation Artifacts

Strategy 1

Send bilingual invitations via ClassDojo, Facebook, Remind, paper flyers, and email two weeks prior.

Strategy's Expected Result/Impact: Sending bilingual invitations via ClassDojo, Remind, paper flyers, and email two weeks prior will increase event awareness across all families, reduce communication barriers for Spanish-speaking households, and boost early RSVPs--contributing to higher overall attendance and stronger family investment in the Curriculum & Literacy Night.

Staff Responsible for Monitoring: GLA (SC)

Problem Statements: School Processes & Programs 2 - Perceptions 1

Formative Reviews

No Progress

November	March	July

Strategy 2

Assign teachers to follow up with families who have not responded--especially in classrooms below 60% RSVP rate.

Strategy's Expected Result/Impact: Assigning teachers to follow up with families who have not responded--especially in classrooms below 70% RSVP--will personalize outreach, strengthen teacher-family relationships, and increase accountability for participation. This targeted strategy is expected to significantly raise attendance rates by ensuring families feel seen, valued, and personally invited to engage in their child's academic success.

Staff Responsible for Monitoring: GLA (SC)

Problem Statements: School Processes & Programs 2 - Perceptions 1

Formative Reviews

No Progress

November	March	July

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Parents and families have limited access to information about school programs, academic expectations, and how to support their child's learning at home.	The campus lacks a consistent and structured communication system to inform and engage parents regarding instructional programs, student progress, and school initiatives.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a need to increase parental involvement opportunities for parents to improve student achievement.	There is a lack of structured programs that explicitly connect parent participation to academic goals and student learning outcomes. As a result, parents may not clearly see how their involvement can directly impact their child's academic success, leading to decreased engagement and support for learning outside of school.

Performance Objective 2

By May 2026, host three "Coffee with the Lead Team" sessions, engaging at least 50 total families.

Evaluation Data Source: 1. Sign-In Sheets per Session
2. Session Agendas & Slide Decks
3. Communication sent to families

Strategy 1

Schedule Sessions Quarterly and Align Topics to Academic Priorities

Strategy's Expected Result/Impact: Parents will understand how campus decisions and initiatives affect their children, increasing transparency, trust, and collaboration.

Staff Responsible for Monitoring: Claudia Mendoza/School Counselor

Formative Reviews

November	March	July
Accomplished	Accomplished	

Strategy 2

Launch a Multi-Channel Promotional Plan for Each Session

Strategy's Expected Result/Impact: Increased visibility and relevance of each session will drive higher attendance and help ensure participation reaches or exceeds 50 families by year's end.

Staff Responsible for Monitoring: Claudia Mendoza/School COunselor

Formative Reviews

November	March	July
Accomplished	Accomplished	

Strategy 3

Incorporate Incentives and Recognition for Participation

Strategy's Expected Result/Impact: Tangible and public recognition will reinforce the value of participation, motivate continued involvement, and help build a culture where family engagement is celebrated and normalized.

Staff Responsible for Monitoring: Claudia Mendoza/School Counselor

Formative Reviews

November	March	July
No Progress		

Performance Objective 3

By February 2026, host a Title I LEE LEE family literacy event focused on building reading and writing routines at home.

Evaluation Data Source: 1. Bilingual Family Sign-In Sheet (English/Spanish)
2. Event Agenda with Academic Objectives
3. Photo Documentation & Activity Samples

Strategy 1

Provide Hands-On Literacy Stations Aligned to Grade-Level Skills

Strategy's Expected Result/Impact: Families will leave the event with practical, grade-specific tools and strategies they can implement at home, leading to improved reading and writing routines and increased parent confidence in supporting literacy.

Staff Responsible for Monitoring: Radha Enriquez/API

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Launch a Pre-Event Awareness Campaign with Student Involvement

Strategy's Expected Result/Impact: Early and enthusiastic promotion will build anticipation and increase attendance, especially from families who might not typically participate--ensuring the event reaches or exceeds attendance targets.

Staff Responsible for Monitoring: Radha Enriquez/API

Formative Reviews

Some Progress

November **March** **July**

Strategy 3

Collect Exit Surveys to Measure Family Learning and Next Steps

Strategy's Expected Result/Impact: Exit feedback will provide insight into what families learned and how confident they feel applying the strategies, helping ensure the event leads to real, sustained literacy support at home.

Staff Responsible for Monitoring: Radha Enriquez/API

Formative Reviews

Some Progress

November **March** **July**

Goal 5 5. Decrease Chronic Absenteeism

Performance Objective 1

IDEA Riverview will maintain a chronic absenteeism rate at or below 10% for the 2025-2026 school year as measured by the last day of school in May 2026.

Evaluation Data Source: 1. PEIMS Attendance Reports
2. Daily ADA reports
3. Chronic Absenteeism tracker
4. Leader focus group check in logs
5. Parent contact logs

Strategy 1

Implement a Tiered Attendance Monitoring and Intervention System

Strategy's Expected Result/Impact: Early and consistent intervention will help reduce chronic absenteeism, increase individual student attendance, and protect overall campus ADA from decline.

Staff Responsible for Monitoring: Rolando Salas/APO

Problem Statements: Perceptions 2

Formative Reviews



November **March** **July**

Strategy 2

Celebrate Attendance Milestones Monthly with Student Incentives

Strategy's Expected Result/Impact: Creating a culture that celebrates attendance will motivate students and classrooms to improve and sustain daily attendance, contributing directly to the campus ADA goal.

Staff Responsible for Monitoring: Rolando Salas/APO

Problem Statements: Perceptions 2

Formative Reviews



November **March** **July**

Strategy 3

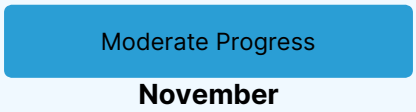
Share Weekly Attendance Data with Staff and Families

Strategy's Expected Result/Impact: Increased transparency and visibility will promote shared accountability and urgency among staff and families, encouraging proactive efforts to improve student attendance.

Staff Responsible for Monitoring: Rolando Salas/APO

Problem Statements: Perceptions 2

Formative Reviews



Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	There is a need to increase students' celebrations (ADA, Academics...)	There is inconsistent, infrequent celebrations across grade levels, or not widely communicated, resulting in diminished student motivation and engagement. Additionally, limited stakeholder involvement (teachers,

Performance Objective 2

By October 2025, implement a tiered attendance intervention system (e.g., daily check-ins, parent conferences, attendance contracts) for all students with ADA below 93%, with 100% of Tier 2/3 students receiving documented interventions in the attendance tracker.

Evaluation Data Source: 1. Weekly ADA Reports by Student
2. Tiered Intervention Tracker (Campus-Managed)
3. Attendance Parent Conference Logs
4. MTSS Tier 2/3 student intervention plans

Strategy 1

Launch Biweekly Attendance Data Reviews with Homeroom Teachers and API

Strategy's Expected Result/Impact: Consistent review of data ensures no student is overlooked and allows real-time intervention assignment, increasing the likelihood of improved attendance and Tier movement.

Staff Responsible for Monitoring: Rolando Salas/APO

Problem Statements: Perceptions 2

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Implement Standardized Tiered Interventions with Clear Action Steps (Escalation Matrix)

Strategy's Expected Result/Impact: A clear, consistent system will ensure all staff understand their role and increase follow-through, resulting in reduced chronic absenteeism and improved ADA.

Staff Responsible for Monitoring: Rolando Salas/APO

Problem Statements: Perceptions 2

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 3

Send Personalized Attendance Reports to Families Biweekly

Strategy's Expected Result/Impact: Ongoing communication will increase family awareness, promote accountability, and encourage parent collaboration to support improved student attendance.

Staff Responsible for Monitoring: Rolando Salas/APO

Problem Statements: Perceptions 2

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	There is a need to increase students' celebrations (ADA, Academics...)	There is inconsistent, infrequent celebrations across grade levels, or not widely communicated, resulting in diminished student motivation and engagement. Additionally, limited stakeholder involvement (teachers,

Performance Objective 3

By February 2026, host monthly student recognition celebrations for perfect or improved attendance, with at least 90% of classrooms represented in each event, tracked via celebration logs and participation data.

Evaluation Data Source: 1. Monthly ADA Reports by Classroom
2. Celebration Participation Logs
3. Event Calendars and Agendas

Strategy 1

Establish Monthly Attendance Criteria and Classroom Goals

Strategy's Expected Result/Impact: Clear, consistent criteria will motivate students and teachers to work toward monthly goals, increasing daily attendance rates and ensuring broad classroom participation in recognition events.

Staff Responsible for Monitoring: Rolando Salas/APO

Problem Statements: Perceptions 2

Formative Reviews

November	March	July
Accomplished	Accomplished	

Strategy 2

Coordinate and Execute Monthly Celebrations with Student Input

Strategy's Expected Result/Impact: Celebrations that are student-centered and fun will build positive school culture, reinforce the value of attendance, and help sustain engagement throughout the year.

Staff Responsible for Monitoring: Rolando Salas/APO

Problem Statements: Perceptions 2

Formative Reviews



November **March** **July**

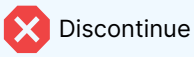
Strategy 3

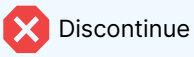
Maintain a Campus-Wide Attendance Recognition Log

Strategy's Expected Result/Impact: A data-driven system will ensure that recognition is equitable, progress is measurable, and all classrooms stay on track toward the 90% representation goal.

Problem Statements: Perceptions 2

Formative Reviews





November **March** **July**

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	There is a need to increase students' celebrations (ADA, Academics...)	There is inconsistent, infrequent celebrations across grade levels, or not widely communicated, resulting in diminished student motivation and engagement. Additionally, limited stakeholder involvement (teachers,

Title I Summary

Title I Personnel

Name	Position	Program	FTE
BERNICE ALDAMA	COTEACHER	School-wide Program	1
JUANITA Elizabeth HERRERA	TEACHER - INTERVENTIONIST	School-wide Program	1
JULIE Ann GUERRERO	COTEACHER	School-wide Program	1
LISANDRO MENDEZ	COTEACHER	School-wide Program	1
ROSELY MARTINEZ GRIMALDO	COTEACHER	School-wide Program	1
SAMANTHA CISNEROS	COTEACHER	School-wide Program	1
Vacant	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Riverview College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:28 AM

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.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Goals 13

Goal 1 : Decrease Chronic Absenteeism (Driver APO) 14

Goal 2 : At least 90% of the teachers will reach their SAS goal. 16

Goal 3 : Maintain or Increase the AP Scholar rate. 19

Goal 4 : Implementation of the PBIS system. 21

Goal 5 : Maintain or increase Students Persistence. 23

Title I Summary 25

Title I Personnel 26

Comprehensive Needs Assessment

Demographics

Summary

IDEA Riverview College Prep is a Title I school that is an A rated campus with an over-enrollment number of 809 students. Our fully enrolled campus is due to families wanting to bring students to our campus due to school safety, school rating and the joy our teachers bring. We offer quality classroom instruction with the mission of College for All.

Riverview College Prep demographics include 94.56% of student population being economically disadvantaged, 96.07% Hispanic and 83.43% Emergent Bilingual.

Strengths

1. **High Teacher Retention**

2. Above the district ADA %.

3. A-Rated campus despite our high number of EB and low socio-economic population.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Our instructional staff has increased academic challenges due to our high number of EB students	Due to our location and our local community, we have a high demand of EB and first to the US students.
2	Although our campus has one of the lowest chronic absenteeism %s we want to ensure that it remains low and potentially reduce by 1%.	We have the highest offenders in our upper classmen, 11th and 12th grade levels and some of the contributing factors are Low accountability on students, low parent engagement as well the same offenders year after year.

★ = Priority

Student Learning

Summary

IDEA Riverview College Preparatory earned an A Rating from TEA, specifically a 94 out of 100, and the following outcomes in each domain:

- Domain I: Student Achievement - **90** out of 100
- Domain II: School Progress - **94** out of 100
- Domain III: Closing the Gaps - **100** out of 100

Data from Domain III indicates that 100% of our demographic groups met academic achievement and academic growth targets.

Riverview College Preparatory performed in the top quartile in their comparative group, having earned the following distinctions:

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

In terms of CCMR, we had 94% of our Class of 2025 meeting a CCMR indicator, for either being TSI Exempt, passing an AP Exam, obtaining an Industry Based Certification, or completing an OnRamps Dual Enrollment Course.

See PDF in Addendum for more information.

Strengths

See CNA attached in Plan Addendum.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students not being College Ready	High Number of students learning the English Language Learners
2	There is a need to increase writing proficiency amongst all of our students.	Our instructional staff has not received training on how to best implement writing best practices in their respective content areas.
3	There has been little to no growth in the areas of English I and English II EOC results.	Inconsistent collaboration amongst ELA content teachers and special population support teachers has led to lower outcomes for our Special Education students and EB's in these areas.

★ = Priority

School Processes & Programs

Summary

To support effective teaching and learning on our campus, we prioritize ongoing teacher development. One of the key tools we utilize is the OCS (Outcomes, Causes, and Solutions) process, which helps identify areas for growth and guide targeted support. Our coaching model follows a structured cycle that begins with classroom observations to diagnose the most pressing instructional challenges. Following the observation, we schedule check-in meetings to provide actionable feedback and outline specific next steps for improvement.

The final phase of the coaching cycle is the follow-up. During this stage, instructional leaders conduct subsequent observations to determine whether the teacher has mastered the identified skills. If further support is needed, we provide lesson rehearsals and additional feedback to reinforce effective practices.

When a trend of underperformance is identified, instructional leaders analyze root causes and design professional development opportunities to address them. For instance, if classroom management emerges as a consistent area of need, we implement focused professional development sessions to strengthen teachers' skills in that domain.

School Status Boost Campus Rating

1A - 3.86, 1B - 3.8, 1C - 4.48, 1D - 4.31, 2A - 3.8, 3A - 3.83, 4A - 4.02, 5A - 4.07

Strengths

See CNA attachment in Plan Addendum.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	There is a need to increase social emotional support for our students.	Our campus does not have an understanding of the systems we use to support and affirm students' emotional well-being.
2	Student behavioral consequences communication between APIs and teachers.	Teachers or GTLs are unaware of how many times a student has received consequences and what is the flow chart of the behavior code of conduct.

★ = Priority

Perceptions

Summary

To assess the effectiveness of our operations and community relationships, we consider multiple data sources that reflect engagement, satisfaction, and alignment with our values:

- **Surveys, Interviews & Focus Groups:** Collect insights from staff, students, and families to inform decision-making and drive improvement.
- **Parent Engagement & Feedback:** Analyze participation levels in events and workshops through sign in sheets.
- **School Culture, Climate, Values & Beliefs:** Use fall and spring family and student surveys to measure how well our values are lived out across campus.

Strengths

See CNA attached in plan addendum.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	There is a need to increase sense of belonging on campus.	Lack of mechanisms that help students feel celebrated and accepted.
2	There is a lack of social skills in students and an increase in bullying reports.	There is a barrier in communication and trust from students to staff to advocate and report incidents when they happen.
3	There is a low participation of parents and guardians in family engagement events.	Communication and relationship building has to be improved.
4	Student behavioral consequences communication between APIs and teachers.	Teachers or GTLs are unaware of how many times a student has received consequences and what is the flow chart of the behavior code of conduct.
5	There is a need to increase social emotional support for our students.	Our campus does not have an understanding of the systems we use to support and affirm students' emotional well-being.

★ = Priority

Goals

Goal 1 Decrease Chronic Absenteeism (Driver APO)

Performance Objective 1

IDEA Riverview CP will maintain a chronic absenteeism rate at or below 10% for the 2025-2026 school year as measured by the last day of school in May 2026. (Leader APO)

Evaluation Data Source: Power School

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Implement ADA Escalation Matrix.
APO will train leaders and teachers on how to implement the Escalation Matrix.

Strategy's Expected Result/Impact: Chronic Absentees rate will be below 10%

Staff Responsible for Monitoring: Assistant Principal of Operations

TEA Priorities: Connect high school to career and college

Formative Reviews



Strategy 2

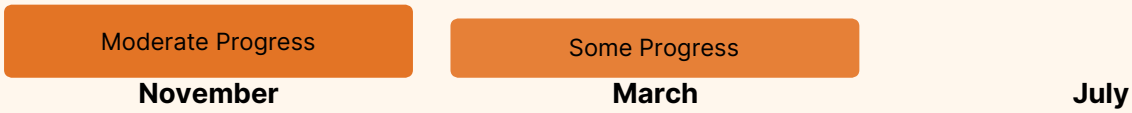
Motivate students to come to school.
Teacher to motivate students to be present at school. GLTLs work with teachers to create engaging activities, so students don't want to miss class.
GLTLs will organize perfect attendance celebrations every 3 weeks. Students will receive a prize.

Testing Coordinator is responsible of preparing the flyer and post it in classrooms and restrooms, so students know what the prize will be.
AA will buy the prizes
GLTLs will organize the student meeting and will handle the awards.

Strategy's Expected Result/Impact: Our attendance will be at least 96%
100% of students will have engaging activities during the week.
100% of students with perfect attendance will be celebrated

Staff Responsible for Monitoring: Grade Level Team Leaders

Formative Reviews



Performance Objective 2

100% of Grade Level Leaders will implement the ADA/Time recovery mechanism with fidelity. (Leaders APIs)

Evaluation Data Source: Grade Level trackers

Summative Evaluation: Met Performance Objective

Strategy 1

Students will comply with the ADA policy by making up any lost time due to absences. Grade Level Leaders will own the mechanism, and APIs will supervise. (Leader APIs)

Strategy's Expected Result/Impact: At least 96% of students will be on track to recover credit and on track to graduate.
By tracking the lost time and keeping students accountable, students will understand the importance of being present at school.

Staff Responsible for Monitoring: Assistant Principals of Instruction. They will take ownership of their grade levels.

Formative Reviews



Goal 2 At least 90% of the teachers will reach their SAS goal.

Performance Objective 1

Fidelity to Coaching Cycle
90% of teachers in APIs portfolio will reach their SAS target goal.

Evaluation Data Source: Principal Dashboard and Data Board.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Implementation of Coaching Cycle:
100% of Tier 1 and 2 teachers will receive at least one observation, coaching conversation with actionable feedback, and follow up per week.

Strategy's Expected Result/Impact: 100% of Tier 1 and 2 teachers will be coached and developed effectively and it will be documented in SchoolBoost.

Staff Responsible for Monitoring: Assistant Principals of Instruction

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

Implementation of Coaching Cycle:
100% of Tier 3 teachers will receive biweekly observation, coaching conversation with actionable feedback, and follow up.

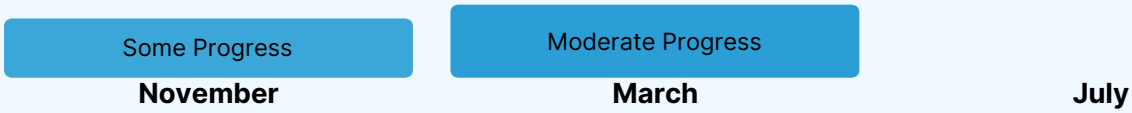
Strategy's Expected Result/Impact: 100% of Tier 3 teachers will be coached and developed effectively and it will be documented in SchoolBoost.

Staff Responsible for Monitoring: Assistant Principals of Instruction

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2

Assistant Principal of Instruction time management:
100% of Assistant Principals of Instruction will reach at least proficiency in organizing time.

Evaluation Data Source: Outlook calendar

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

All APIs will participate in a coaching or feedback session during check-in with the Principal at least once weekly to support prioritizing and organizing time and tasks.

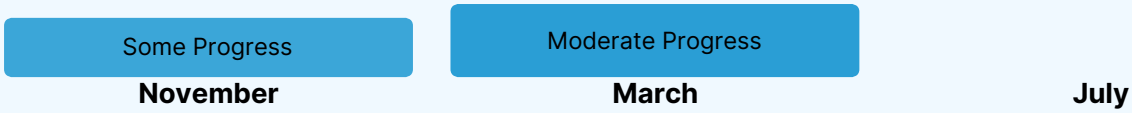
Strategy's Expected Result/Impact: 100% of teachers will receive a full coaching cycle.
By learning the organizing time and tasks skill, Assistant Principals will have the skill to prioritize the coaching and developing teachers time.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 3

15% of Special Education Students will reach Meets Level in the RLA and Mathematics STAAR Exam combined.

Evaluation Data Source: MSR report to identify students who reach the "meets level". Internal tracker with individual goals to track students' performance on unit and semester exams.

Strategy 1

API will ensure full and accurate implementation of IEP accommodations and modifications during instruction

Strategy's Expected Result/Impact: 100% of Special Education teachers are implementing accommodations and modifications for our special education students.

Staff Responsible for Monitoring: Assistant Principal of Instruction who manages Special education teachers.

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 2

API will use systematic data trackers to monitor the progress of students with disabilities specifically in RLA and Mathematics STAAR content.

Strategy's Expected Result/Impact: SpEd Students should be at minimum 15% meeting grade level in RLA and Math STAAR classes. By monitoring students' progress we can close the gaps early in the year.

Staff Responsible for Monitoring: Assistant Principal of Instruction who manage Special Education teachers.

Formative Reviews



Goal 3 Maintain or Increase the AP Scholar rate.

Performance Objective 1

30% of students in the class of 2026 will become AP Scholars

Evaluation Data Source: Internal Assessment platform.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Curriculum & Instruction:
Utilize College Board's AP Classroom resources (videos, progress checks, practice questions) in all AP courses and regularly review AP Course and Exam Descriptions (CEDs) with teachers and students to ensure content mastery and skill development

Strategy's Expected Result/Impact: 100% of teachers know how to use the classrooms resources and know the AP Course and Exam Description. By being aligned to College Board, our teachers will be delivering a high quality lesson with the rigor AP requires.

Staff Responsible for Monitoring: Assistant Principals of Instruction who manage AP teachers.

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 2

API will track the magic number needed to reach the 30% goal for class of 2025.

Evaluation Data Source: Internal students' trackers

Summative Evaluation: No progress made toward meeting Performance Objective

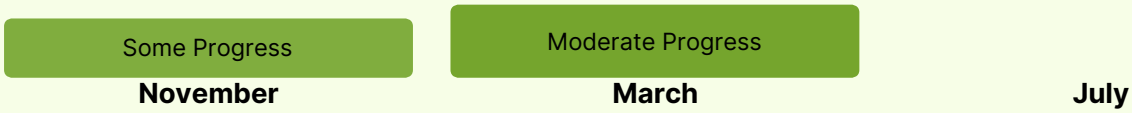
Strategy 1

API will identify the students who must pass one more AP class to reach our AP scholar goal and will invest teachers and students to track their progress to pass that one AP class.

Strategy's Expected Result/Impact: The 10 students identified will pass at least one AP class by the end of 2025-2026 school year.

Staff Responsible for Monitoring: Assistant Principal of Instruction managing AP teachers

Formative Reviews



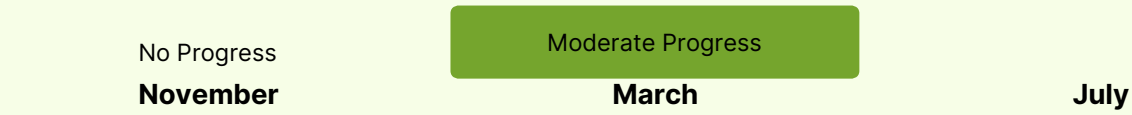
Strategy 2

Embed accountability during AP check ins. Review the trackers and identify the learning gap that is holding the student back to pass the class.

Strategy's Expected Result/Impact: All 10 students who were identified will pass the unit exams.

Staff Responsible for Monitoring: Assistant Principal of Instruction who manages AP Teachers

Formative Reviews



Goal 4 Implementation of the PBIS system.

Performance Objective 1

At least 90% of teachers use PBIS platform in a daily basis . (APIs will review the reports)

Evaluation Data Source: PBIS platform

Summative Evaluation: Some progress made toward meeting Performance Objective

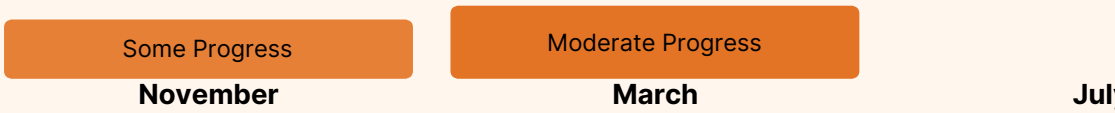
Strategy 1

100% of teachers will be trained on how to use PBIS and will use the system with fidelity

Strategy's Expected Result/Impact: Once teachers learn how to manage the PBIS system they will be able to use it with fidelity.

Staff Responsible for Monitoring: School Counselor

Formative Reviews



Performance Objective 2

100% of APIs will use the Behavior Report System to document discipline consequences.

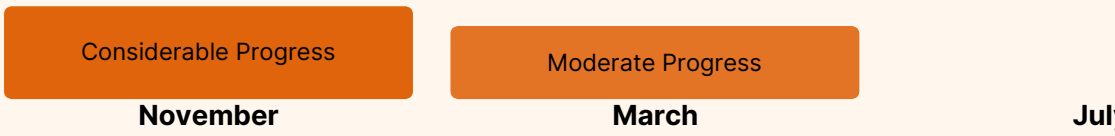
Evaluation Data Source: Power School and Behavior Report System

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

100 % of APIs will handle discipline and assign consequences according to the handbook and the regional behavior flowchart.

Formative Reviews



Performance Objective 3

Students will receive anti-bullying and social emotional learning training to reduce behavior cases by 1% (School Counselor)

Evaluation Data Source: Behavior Report System

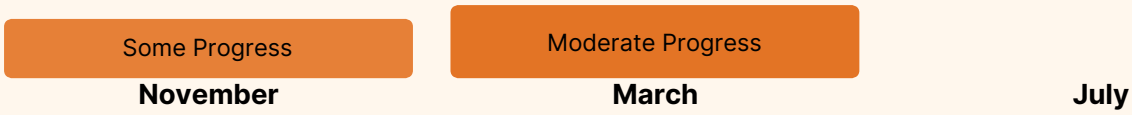
Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

The School Counselor will offer violence prevention and intervention sessions on various topics to help prevent misbehavior.

Strategy's Expected Result/Impact: By offering violence prevention sessions the violence will be reduce.

Formative Reviews



Goal 5 Maintain or increase Students Persistence.

Performance Objective 1

90% of students will persist for the 25-26 school year. (School Counselor)

Strategy 1

The School Counselor will plan at least 2 celebrations and joyful events per semester for our students to instill a sense of pride in the Rocket community.

Strategy's Expected Result/Impact: By promoting to be proud to be a Rocket we will increase the sense of belonging.

Staff Responsible for Monitoring: School Counselor

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Performance Objective 2

At least 40% of parents will attend two "IDEA Riverview home of the Unstoppable Rockets" family engagement events in the school year. (School Counselor)

Evaluation Data Source: School Counselor will track using Parents sign in sheets.

Strategy 1

Invest parents on who we are and instill pride in being an Unstoppable Rockets by offering quarterly information sessions. (School Counselor)

Strategy's Expected Result/Impact: By informing parents about what we do at school, we will invest them and they will decide to stay with us.

Formative Reviews

November	March	July
Some Progress	Considerable Progress	

Performance Objective 3

At least 90% of students will complete 900 minutes of moderate to vigorous physical activity. (Athletic Coordinator)

Strategy 1

The Athletic Coordinator will support physical education teachers in preparing a backward plan, trackers, and celebrations to encourage students to complete at least 900 minutes of moderate to vigorous physical activity.

Strategy's Expected Result/Impact: By planning and monitoring students' progress we will achieve our goal.

Formative Reviews



Title I Summary

Title I Personnel

Name	Position	Program	FTE
KENIA I ARIAS PALACIOS	TEACHER - INTERVENTIONIST	School-wide Program	1
LOYDA CAROLINA RODRIGUEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
PAULINA GISELLE MEJIA	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Robindale Academy

Accountability Rating: C

Distinction Designation:
Academic Achievement in Science

2025-2026 Campus Improvement Plan

Public Presentation Date:
August 1, 2025

Generated by Plan4Learning.com
March 12, 2026 at 10:28 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

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

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 18

Support Systems and Other Data 18

Goals 19

Goal 1 : IDEA Robindale AC will achieve a 53 SAS as a campus 20

Goal 2 : Increase student persistence 30

Goal 3 : Increase student daily attendance 35

Goal 4 : IDEA Robindale AC will meet 90% staff retention 38

Goal 5 : IDEA Robindale AC will meet campus enrollment target 40

Title I Summary 42

Title I Personnel 43

Funding Summary 44

SCE Accelerated Instruction (PIC 24) 45

IDEA-B (4130) 45

State SPED (PIC 23) 45

State BESL (PIC 25) 45

Title I Parent Reservation (4120-PAR) 46

Comprehensive Needs Assessment

Demographics

Summary

IDEA Robindale Academy was founded in 2019 with grades K-2nd. We are an open enrollment K-5th charter school now in 2025. We are located at 3802 Ruben M Torres Blvd, Brownsville, TX 78521. Our current enrollment is 672 students as of May 2025. We strive to serve low socioeconmic areas to support our mission of going to and through college. Our demographics are the following: we have 9.61% SPED scholars, 54% EB scholars, 87.6% scholars that are eco dis, 99% Hispanic, .14% Asian and .71% white. 44.94% of our scholars are male and 55.06% are female.

Strengths

IDEA is achieving its mission of college for all in serving a majority of economically disadvantaged students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	overall attendance declined under the 97% goal	1) Lack of accountability to those who were absent with meetings through escalation matrix. 2) did not celebrate scholars quarterly through public recognition
2 ★	Overall student persistence declined under the 90%	1) lack of communication on scholars instructional and behavioral progress. 2) did not create a quarterly academic updates/ opportunities to inform and update families on scholar progress.

★ = Priority

Student Learning

Summary

For Kinder-2nd 54% end the year reading on grade level according to DIBELS. K-2 W and W overall:95/87/53=78 K-2 math overall:94/85/59=79

See PDF in Addendum for more information

Strengths

Steady multi-level gains in Science in Approaches, Meets, and Masters for Science

Early growth signs for TELPAS

75% sustained in RLA approaches 4th #9 in the district, 5th #7 in the district

2nd Grade finished at 66% for Dibels, 2nd for LRGV

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Teachers minimally got to meet with teachers of same content on campus.	Teachers were not able to stay beyond work hours to collaborate due to set PD schedule and planning time scheduled in the day did not allow for cross grade collabs.
2 ★	Campus lacked implementation of differentiation on teacher's lesson plans.	Campus did not provide training to teachers on how to differentiate due to prioritizing basic lesson planning skills like internalization first.
3 ★	3rd-5th Teachers did not provide reteach to students during class	Campus did not provide consistent training and coaching around pacing to STAAR teachers
4	Teachers did not use their planning time effectively	Campus did not provide training and exemplar for teachers on how to prioritize worktime
5 ★	Teachers did not utilize daily data tracking systems routinely.	Leaders did not create system to properly provide opportunity for teacher to share out data and receive feedback

★ = Priority

School Processes & Programs

Summary

We have a year long scope and sequence for our PD calendar that we adjust based on trends if needed. We prioritize culture and team building at beginning of year and move into content and rigor. For PD, we will have monthly 4 hour PD sessions. Content meetings and whole staff PD will take place during this time.The important piece of PD is ensuring there is practice time with feedback and ultimately ensuring managers observe, follow up and coach the skill in class. Actions leaders take on a daily basis are observing teachers are an assigned skill, meet with them to model and coach the skill then follow up to mastery. As a campus we provide teachers with weekly lesson plan feedback, lesson rehearsals and coplanning as many as needed depending on the level of the teacher. Every homeroom has a mobile computer center for scholars in grades 1st-5th. For 2025, we will be having sports for the first time.

Strengths

Curriculum & Instruction:

- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.

Special Programs

- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA’s individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Campus did not have a system that consistently and publicly celebrates staff members for data	) There was not criteria for success or a system 2)Celebrations that occurred were not public in front of peers or parents
2	Campus did not offer extracurricular sports	There was no plan set for who would lead this initiative or how it would work

★ = Priority

Perceptions

Summary

Parent engagement events have been very successful. As a campus we had 76% of families attend our festivals. Feedback we got was positive and families look forward to our summer events also. As a campus we have many forms of communication for parents. We use facebook, remind and classdojo. We also have parent weekly that goes out where parents can see celebrations and important information about what is happening on campus. We send out quarterly feedback to teachers.

Strengths

Every year, IDEA asks all staff members to complete and annual employee experience survey. Below are a few highilghts.

100% say work has meaning

90% say campus is physically safe

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Campus did not consistently build relationships with parents on instructional activities	1)Campus did not host in person instructional events quarterly
2 ★	Campus did not communicate with failing scholars' families.	Campus did not prioritize follow up in parent communication flow chart for failing scholars.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	overall attendance declined under the 97% goal	1) Lack of accountability to those who were absent with meetings through escalation matrix. 2) did not celebrate scholars quarterly through public recognition
2 ★	Overall student persistence declined under the 90%	1) lack of communication on scholars instructional and behavioral progress. 2) did not create a quarterly academic updates/ opportunities to inform and update families on scholar progress.
3 ★	Campus did not consistently build relationships with parents on instructional activities	1)Campus did not host in person instructional events quarterly
4 ★	Campus did not have a system that consistently and publicly celebrates staff members for data	) There was not criteria for success or a system 2)Celebrations that occurred were not public in front of peers or parents
5 ★	Campus lacked implementation of differentiation on teacher's lesson plans.	Campus did not provide training to teachers on how to differentiate due to prioritizing basic lesson planning skills like internalization first.
6 ★	3rd-5th Teachers did not provide reteach to students during class	Campus did not provide consistent training and coaching around pacing to STAAR teachers

7 ★	Teachers minimally got to meet with teachers of same content on campus.	Teachers were not able to stay beyond work hours to collaborate due to set PD schedule and planning time scheduled in the day did not allow for cross grade collabs.
8 ★	Teachers did not utilize daily data tracking systems routinely.	Leaders did not create system to properly provide opportunity for teacher to share out data and receive feedback
9 ★	Campus did not communicate with failing scholars' families.	Campus did not prioritize follow up in parent communication flow chart for failing scholars.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Student Achievement Domain**
- ☑ **Student Progress Domain**
- ☑ **Closing the Gaps Domain**

Student Data: Assessments

- ☑ **Local benchmark or common assessments data**
- ☑ **Observation Survey results**
- ☑ **Texas approved PreK - 2nd grade assessment 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**
- ☑ **Male / Female performance, progress, and participation data**
- ☑ **Special education/non-special education population including discipline, progress and participation data**
- ☑ **Section 504 data**
- ☑ **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**

Parent/Community Data

- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Communications data**

Goals

Goal 1 IDEA Robindale AC will achieve a 53 SAS as a campus

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 39% to 45% in Spring 2026.

Evaluation Data Source: Data point 1 SE in DEC
Data point 2 ME in FEB
Data collection STAAR

Strategy 1

Leaders will hold SWAMS biweekly with teachers

Strategy's Expected Result/Impact: Scholars learning and meeting grade level requirements based upon building and coaching teachers to content mastery to plan for reteach

Staff Responsible for Monitoring: API

Problem Statements: Student Learning 1

TEA Priorities: Improve low-performing schools

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Teachers minimally got to meet with teachers of same content on campus.	Teachers were not able to stay beyond work hours to collaborate due to set PD schedule and planning time scheduled in the day did not allow for cross grade collabs.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Third-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase from 15% to 30% in Spring 2026.

Evaluation Data Source: Data point 1 Dec
Data point 2 Feb
Data collection June 2026

Strategy 1

Leaders will hold SWAMS biweekly with teachers

Strategy's Expected Result/Impact: Scholars learning and meeting grade level requirements based upon building and coaching teachers to content mastery to plan for reteach

Staff Responsible for Monitoring: API

Problem Statements: Student Learning 1

TEA Priorities: Improve low-performing schools

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Campus will provide teachers with weekly lesson rehearsals and coplanning

Strategy's Expected Result/Impact: AC teachers will increase in SAS each data point period
AC teachers will track data for content exams
Campus leaders will prioritize struggling content areas based on data

Staff Responsible for Monitoring: API

Problem Statements: Student Learning 2, 3, 5

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Teachers minimally got to meet with teachers of same content on campus.	Teachers were not able to stay beyond work hours to collaborate due to set PD schedule and planning time scheduled in the day did not allow for cross grade collabs.
2	Campus lacked implementation of differentiation on teacher's lesson plans.	Campus did not provide training to teachers on how to differentiate due to prioritizing basic lesson planning skills like internalization first.
3	3rd-5th Teachers did not provide reteach to students during class	Campus did not provide consistent training and coaching around pacing to STAAR teachers
5	Teachers did not utilize daily data tracking systems routinely.	Leaders did not create system to properly provide opportunity for teacher to share out data and receive feedback

Performance Objective 3 ☑ High Priority

IA 46% of students taking TELPAS assessments will maintain advanced high or increase a composite level. ((TEC 11.253(d)(2))

Evaluation Data Source: Weekly Lesson Plan Feedback
PD session in Q1

Strategy 1

Campus will coach teachers on lesson differentiation

Strategy's Expected Result/Impact: Staff will be trained in lesson differentiation to execute stronger lesson plans to target special pop scholars

Staff Responsible for Monitoring: API

Problem Statements: Student Learning 2

TEA Priorities: Improve low-performing schools

Formative Reviews

Some Progress

November | March | July

Strategy 2

Campus will create backwards plan for academic block to practice TELPAS

Strategy's Expected Result/Impact: increase in TELPAS writing scores

Staff Responsible for Monitoring: EB pp and API

Problem Statements: Student Learning 2, 3

Formative Reviews

No Progress

November | March | July

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Campus lacked implementation of differentiation on teacher's lesson plans.	Campus did not provide training to teachers on how to differentiate due to prioritizing basic lesson planning skills like internalization first.
3	3rd-5th Teachers did not provide reteach to students during class	Campus did not provide consistent training and coaching around pacing to STAAR teachers

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

IA: 100% of identified scholars meet required minutes per House Bill 1416

Evaluation Data Source: 100% parent meeting completed by Q2
Weekly mins update via locus tracker

Strategy 1

100% of HB1416 students will be targeted from week 3 of school and will have embedded minutes of extra instruction during academic block using read 180

Strategy's Expected Result/Impact: Scholars who are identified for HB will be targeted early on Campus will provide training on HB and set time in the day for daily intervention time

Staff Responsible for Monitoring: API

Problem Statements: Student Learning 3, 5

Funding Sources: HB1416 tutoring SCE Accelerated Instruction (PIC 24), Pay Code 356/357, $29,008.13

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Campus will share data weekly to teachers on progress of HB scholars

Strategy's Expected Result/Impact: decrease in amount of minutes needed for HB

Staff Responsible for Monitoring: HB pp

Problem Statements: Student Learning 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	3rd-5th Teachers did not provide reteach to students during class	Campus did not provide consistent training and coaching around pacing to STAAR teachers
5	Teachers did not utilize daily data tracking systems routinely.	Leaders did not create system to properly provide opportunity for teacher to share out data and receive feedback

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

IA: 30% of SPED Students attain approaches in STAAR by June 2026 (TEC 11.253(d)(2))

Evaluation Data Source: Weekly Lesson Plan Feedback
Monthly accommodation fidelity checks with teachers and SPED point person

Strategy 1

Campus will ensure differentiation training is rolled out and components will be included in teacher lesson with coaching from campus leaders.

Strategy's Expected Result/Impact: SPED scholars will increase in percentage passing on internal exams and monitored during checkpoints
Data point 1 Dec
Data point 2 Feb
EOY STAAR

Staff Responsible for Monitoring: Campus special programs coordinator
API

Problem Statements: Student Learning 2, 3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November	March	July

Strategy 2 ☑ Targeted Support Strategy

Campus will meet monthly to review progress for sped scholars and update plan as needed to support scholars

Strategy's Expected Result/Impact: SPED scholars will increase in percentage passing on internal exams and monitored during checkpoints
Data point 1 Dec 25
Data point 2 Feb 26
EOY STAAR 2026

Staff Responsible for Monitoring: API and sped teachers

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November	March	July

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Teachers minimally got to meet with teachers of same content on campus.	Teachers were not able to stay beyond work hours to collaborate due to set PD schedule and planning time scheduled in the day did not allow for cross grade collabs.
2	Campus lacked implementation of differentiation on teacher's lesson plans.	Campus did not provide training to teachers on how to differentiate due to prioritizing basic lesson planning skills like internalization first.
3	3rd-5th Teachers did not provide reteach to students during class	Campus did not provide consistent training and coaching around pacing to STAAR teachers

Performance Objective 6 ☑ High Priority ☑ HB3 Goal

IA : School will hit 80% growth in reading and math for 4th and 5th grade as measured by the 2026 STAAR testing

Evaluation Data Source: Daily Exit Ticket Tracking
Monthly Testing Tracking
Data point 1- Dec
Data point 2- Feb
2026 STAAR

Strategy 1

Campus will provide teachers with weekly lesson rehearsals and coplanning

Strategy's Expected Result/Impact: AC teachers will increase in SAS each data point period
AC teachers will track data for content exams
Campus leaders will prioritize struggling content areas based on data

Staff Responsible for Monitoring: API

Problem Statements: Student Learning 2, 3, 5

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November | March | July

Strategy 2

Track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately

Strategy's Expected Result/Impact: Increase in data and being able to identify priority scholars

Staff Responsible for Monitoring: API for each content and Principal

Problem Statements: Student Learning 5

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November | March | July

Strategy 3

3rd-5th teachers will do Daily data collection and tracking

Strategy's Expected Result/Impact: Robindale content 3rd-5th will achieve +10-15 points in meets section

Staff Responsible for Monitoring: API

Problem Statements: Student Learning 3, 5

Formative Reviews

Some Progress

November | March | July

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Campus lacked implementation of differentiation on teacher's lesson plans.	Campus did not provide training to teachers on how to differentiate due to prioritizing basic lesson planning skills like internalization first.
3	3rd-5th Teachers did not provide reteach to students during class	Campus did not provide consistent training and coaching around pacing to STAAR teachers
5	Teachers did not utilize daily data tracking systems routinely.	Leaders did not create system to properly provide opportunity for teacher to share out data and receive feedback

Performance Objective 7

50% of CSI scholars will make their growth goal by EOY renstar assessment in June 2026

Evaluation Data Source: renstar

Strategy 1

Teacher will continuously update and adjust backwards plan to stay on track with district goals

Strategy's Expected Result/Impact: on track lesson progress

Staff Responsible for Monitoring: API

Problem Statements: Student Learning 3, 5

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 7 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	3rd-5th Teachers did not provide reteach to students during class	Campus did not provide consistent training and coaching around pacing to STAAR teachers
5	Teachers did not utilize daily data tracking systems routinely.	Leaders did not create system to properly provide opportunity for teacher to share out data and receive feedback

Goal 2 Increase student persistence

Performance Objective 1 ☑ High Priority

100% of schools 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))

Evaluation Data Source: Sign in sheets from each event

Strategy 1

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

Strategy's Expected Result/Impact: parent involvement increase

Staff Responsible for Monitoring: School counselor

Problem Statements: Demographics 2 - Perceptions 1, 2

TEA Priorities: Improve low-performing schools

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Host monthly family nights

Strategy's Expected Result/Impact: increase in persistence, parent survey results

Staff Responsible for Monitoring: SC

Problem Statements: Demographics 2

TEA Priorities: Improve low-performing schools

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

Host quarterly instructional events like curriculum night, achieving excellence night and science fair

Strategy's Expected Result/Impact: increase persistence

Staff Responsible for Monitoring: SC

Problem Statements: Demographics 2 - Perceptions 1, 2

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Overall student persistence declined under the 90%	1) lack of communication on scholars instructional and behavioral progress. 2) did not create a quarterly academic updates/ opportunities to inform and update families on scholar progress.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Campus did not consistently build relationships with parents on instructional activities	1)Campus did not host in person instructional events quarterly
2	Campus did not communicate with failing scholars' families.	Campus did not prioritize follow up in parent communication flow chart for failing scholars.

Performance Objective 2

IA & CP: 100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Strategy 1

Backwards plan lessons on calendar for campus and share data weekly with staff

Strategy's Expected Result/Impact: all lessons completed by deadline

Staff Responsible for Monitoring: School counselor

Problem Statements: Demographics 2

TEA Priorities: Improve low-performing schools

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Creating awareness to Antibullying by using different manipulatives, posters and deliverables

Strategy's Expected Result/Impact: Creating awareness through visuals and manipulatives

Staff Responsible for Monitoring: SC

Problem Statements: Demographics 2 - Perceptions 1

TEA Priorities: Improve low-performing schools

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Overall student persistence declined under the 90%	1) lack of communication on scholars instructional and behavioral progress. 2) did not create a quarterly academic updates/ opportunities to inform and update families on scholar progress.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Campus did not consistently build relationships with parents on instructional activities	1)Campus did not host in person instructional events quarterly

Performance Objective 3

100% of teachers will implement PBIS weekly

Strategy 1

Data tracking weekly and share out

Strategy's Expected Result/Impact: increase in data

Staff Responsible for Monitoring: api

Problem Statements: Demographics 2 - Perceptions 2

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Overall student persistence declined under the 90%	1) lack of communication on scholars instructional and behavioral progress. 2) did not create a quarterly academic updates/ opportunities to inform and update families on scholar progress.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Campus did not communicate with failing scholars' families.	Campus did not prioritize follow up in parent communication flow chart for failing scholars.

Performance Objective 4

Less than 10% of leavers will be coded school culture

Evaluation Data Source: persistence tracker

Strategy 1

Audit communication with grade levels and parents weekly

Strategy's Expected Result/Impact: increase in persistence

Staff Responsible for Monitoring: sc

Problem Statements: Perceptions 1, 2

Formative Reviews

November	March	July
Some Progress		

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Campus did not consistently build relationships with parents on instructional activities	1)Campus did not host in person instructional events quarterly
2	Campus did not communicate with failing scholars' families.	Campus did not prioritize follow up in parent communication flow chart for failing scholars.

Goal 3 Increase student daily attendance

Performance Objective 1

100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10))

Evaluation Data Source: heart rate monitors and PE data board tracker

Strategy 1

PE coach will consistently follow spark curriculum to improve health and agility

Strategy's Expected Result/Impact: increase in minutes of activity

Staff Responsible for Monitoring: PE coaches and manager

Problem Statements: Demographics 2

TEA Priorities: Improve low-performing schools

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Overall student persistence declined under the 90%	1) lack of communication on scholars instructional and behavioral progress. 2) did not create a quarterly academic updates/ opportunities to inform and update families on scholar progress.

Performance Objective 2 ☑ High Priority

IDEA Robindale will achieve a 94.6% annual attendance rate for the 25-26 school year

Evaluation Data Source: Daily, weekly and monthly tracking of ADA by grade level and as a campus.

Strategy 1

campus will follow ADA matrix consistently every week

Strategy's Expected Result/Impact: increase in ADA

Staff Responsible for Monitoring: APO

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

campus will have a monthly ADA incentive plan for the school year that includes an EOY celebration for families

Strategy's Expected Result/Impact: increase in ADA

Staff Responsible for Monitoring: APO

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

Formative Reviews

Some Progress

November **March** **July**

Strategy 3

Campus will celebrate perfect attendance quarterly during Friday Morning Flight

Strategy's Expected Result/Impact: increase in ADA

Staff Responsible for Monitoring: APO

Problem Statements: Demographics 1

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	overall attendance declined under the 97% goal	1) Lack of accountability to those who were absent with meetings through escalation matrix. 2) did not celebrate scholars quarterly through public recognition

Goal 4 IDEA Robindale AC will meet 90% staff retention

Performance Objective 1 ☑ High Priority

100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2025-26 school year.

Strategy 1

Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Strategy's Expected Result/Impact: increase in staff retention and teacher skill

Staff Responsible for Monitoring: Principal and managers

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus did not have a system that consistently and publicly celebrates staff members for data	) There was not criteria for success or a system 2)Celebrations that occurred were not public in front of peers or parents

Performance Objective 2

IDEA Robindale AC will have a 2% increase in AEES Statement "I recommend my manager" for the 25-26 school year

Evaluation Data Source: retention count on tactical monthly

Strategy 1

Leaders will consistently and publicly recognize at least 1 teacher per leader during morning flight every month based on data

Strategy's Expected Result/Impact: To increase teacher retention

Staff Responsible for Monitoring: APIs, SC, Principal and Admin Asst.

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Campus did not have a system that consistently and publicly celebrates staff members for data	) There was not criteria for success or a system 2)Celebrations that occurred were not public in front of peers or parents

Goal 5 IDEA Robindale AC will meet campus enrollment target

Performance Objective 1 ☑ High Priority

Campus will enroll students when vacancies are created before end of the Quarter.

Evaluation Data Source: Persistence Trackers and Enrollment Trackers

Strategy 1

take all students in open grade levels

Strategy's Expected Result/Impact: increase enrollment

Staff Responsible for Monitoring: apo

Problem Statements: Demographics 1

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	overall attendance declined under the 97% goal	1) Lack of accountability to those who were absent with meetings through escalation matrix. 2) did not celebrate scholars quarterly through public recognition

Performance Objective 2

Campus will create strategic SRD plan

Evaluation Data Source: SRD plan

Strategy 1

Adding in at least 2 new spots during each SRD and keeping ones that did get apps.

Strategy's Expected Result/Impact: increase in apps for enrollment

Staff Responsible for Monitoring: APO and EC

Problem Statements: Demographics 2

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Overall student persistence declined under the 90%	1) lack of communication on scholars instructional and behavioral progress. 2) did not create a quarterly academic updates/ opportunities to inform and update families on scholar progress.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ANA PAOLA SUAREZ	COTEACHER	School-wide Program	1
CAROLINA LARA	TEACHER - INTERVENTIONIST	School-wide Program	1
CASSANDRA GARCIA	COTEACHER	School-wide Program	1
CRISTINA LIZETH AGUILAR	COTEACHER	School-wide Program	1
ERENDIRA GRACIA	COTEACHER	School-wide Program	1
KAREN ALEXANDRA CASTILLO	TEACHER - INTERVENTIONIST	School-wide Program	1
LAURA MARISOL GARZA	COTEACHER	School-wide Program	1
SANDRA CASTRO	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	HB1416 tutoring	Pay Code 356/357	$29,008.13
				Sub-Total	$29,008.13
				Budgeted Fund Source Amount	$49,030.46
				+/- Difference	**$20,022.33**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,342.04
				+/- Difference	**$5,342.04**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,250.66
				+/- Difference	**$8,250.66**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$11,736.02
				+/- Difference	**$11,736.02**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,354.24
				+/- Difference	**$3,354.24**

IDEA Public Schools

Robindale College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:30 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 11

Perceptions 13

Priority Problem Statements 15

Goals 18

Goal 1 : Robindale CP Class of 2026 will matriculate to college 19

Goal 2 : Robindale CP will achieve an A Rating 24

Goal 3 : Robindale CP will increase staff retention 34

Goal 4 : Robindale CP will increase student attendance 37

Goal 5 : Robindale CP will increase students persistence 39

Title I Summary 43

Title I Personnel 44

Funding Summary 45

SCE Accelerated Instruction (PIC 24) 46

IDEA-B (4130) 46

State SPED (PIC 23) 46

State BESL (PIC 25) 46

Title I Parent Reservation (4120-PAR) 47

Comprehensive Needs Assessment

Demographics

Summary

IDEA Robindale currently has grades 6th through 12th. Our total enrollment is 660 students, for middle school, 380 (6th-8th) and High School, 280 (9th-11th grade). Students' ages range from 11-18 years old. We are in Brownsville, Texas, and we are a border city located in the Rio Grande Valley. We have open enrollment and students enter a lottery to get selected to join our campus. There is no lottery based on demographics since we accept all subpopulations of students providing equal opportunities. Robindale is a scaling campus, and we offer many programs geared to college readiness since our mission is College for All.

We offer many programs to close achievement gaps and ensure we remain true to our mission. Some programs we offer include:

CSI: Critical student intervention targets students 2 years below grade level and provides small group instruction with a program to better support them and bring them up to grade level.

Accelerated Reader and Imagine Math. These 2 programs provide support to students on individual needs bases. They are identified by a pre assessment in reading and math. Students work on individual pathways to build foundational skills.

CTE: Career and Technical education: We offer two pathways on fields that are competitive in the work field. We offer computer programming and biomedical science.

AP for All: All students are enrolled in advanced or AP classes to set them up for success at the collegian level. At IDEA we believe in AP for all, and students who begin and complete high school with us can earn up to 14 college course credits.

ACT Skills Prep: ACT Prep Course is focused on ensuring that all students a prepared for thThis ue ACT exam that is taken in 10th, 11th, and 12th grade. During this course students work on English, Math, Science, and Reading skills using the MasteryPrep program. The ACT Mastery curriculum allows students the opportunity to review the skills they struggle with the most, thus preparing them for any challenge they may encounter on the ACT Test. The course includes lessons carefully constructed around topics that appear most frequently on the test.

Athletics: Our scholars get opportunities to join after-school sports such as: volleyball, basketball, football, soccer, cross-country and track & field.

Afterschool programs: Students also have opportunities to join various clubs such as art, student council, National Honor Society, National Junior Honor Society, cheerleading, dance, chess, the hope squad, and Student Ambassadors.

Special programs support: Our scholars receive support in special education through inclusion services. In addition, scholars in our 504 and EB programs receive support with services such as small group testing and oral administration.

Strengths

This year, our campus implemented a consistent and effective behavioral procedure, particularly for Level 2 and 3 offenses. As a result, teachers reported feeling more supported when managing escalated behaviors.

Students responded positively to the various celebrations, field trips, and enrichment activities designed to bring joy and promote college readiness. Throughout the year, all students had the opportunity to participate in pep rallies, student clubs, and Honor Roll celebrations, contributing to a vibrant and inclusive school culture.

Another key strength this year was the introduction of our new ADA call system, which significantly improved the efficiency and effectiveness of notifying parents about student absences.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Lack of follow up ensuring accommodations with 504 students.	The campus needs to enhance current testing procedures to support 504 students, specific to accommodating testing.
2 ★	Lack of consistent communication with stakeholders at critical times throughout the school year.	The campus needs to enhance the current process to update student contact information as in a timely manner via Powerschool
3	Lack of New To IDEA Families investment which causes them to not remain at IDEA Robindale.	The campus needs to enhance their onboarding process for new families that are include campus vision, academic and behavior expectations, as they differ significantly from students' previous school experiences

★ = Priority

Student Learning

Summary

Scorecard 24-25	Data	Statu
100% of graduates matriculate to college.	N/A	N/A
25% of students matriculate to a Tier 1/2/Ivy college.	N/A	N/A
100% of graduates accepted to college.	N/A	N/A
Average ACT score (21) for the Class of 2026		16.8 Not M
30% of graduates named AP Scholars		
90|60|30 or A School STAAR/EOC	74/46/18 SAS: 46	Not M Track for
50% of students in CSI achieve 2.0 years of growth in **Reading**	52%	Goal M
AR (60WM/10RR) HotSpot (90T/60MM/30MG)		Goal M
85% Teacher Retention		Not Me
97.5% ADA (Average Daily Attendance)	93. 92	Not M
90% Student Persistence / 90% New Student Persistence	90.35%	

Strengths

- 60% of students met English II
- 92% AS in all ELA
- 3 Approaches for EOC (only 7 students
- Shared Mindset Examinations
- Parent Mindset Demonstrated Consistent, High Student Achievement
- Vocative Staff Responsive to Teacher Absences and Assignations
- Victoria Garza Demonstrated Consistently High Student Achievement,
- Instruction Driven by Student performance across assessments
- Regular Collection of Student Data
- Strong Content Mastery, and Instructional Clarity
- Only 3 Scholars failed, 1
- Only 1 Scholar is fully off-track (2 or more core content)
- Teachers understood the importance of documentation

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Lack of intentional data tracking & remediation based on student performances throughout the school year	There were several challenges from instructional coaching that prevented strategic interventions, fostering a culture of data-informed instruction, and ensuring learning continuity despite adult absences.
2 ★	Lack of resources provided to teachers that specifically for SPEd, 504 and EB students.	There is a gap in quality and compliance of specialized services, collaboration between general and specialized staff, and maintaining service continuity despite teacher turnover and absences.
3	Lack of staff accountability & consistent positive adult culture	The campus needs to enhance their culture of shared ownership and professional responsibility for student achievement by promoting consistent, effective instructional practices and implementing strong systems that sustain progress.

★ = Priority

School Processes & Programs

Summary

Our campus develops instructional leaders by building their capacities in each of the coaching cycle components. To enhance their skills, we practice by maintaining norming practices in classroom observations, data gathering tools, using OCS to diagnose possible problems of practice, and utilizing data to guide the next steps for leaders, teachers, and students. Roles and responsibilities are clearly defined during onboarding and maintained through annual step-backs. Our campus has a live Excel sheet to plan out professional development needed based on collected data that drive instructional decisions. Data collected based on observations and student assessments guide modification decisions. To support powerful teaching and learning, instructional coaches utilize the coaching cycle daily to gather data to enhance teacher skills to enhance student outcomes. Based on observations, instructional leaders can identify trends that can be addressed either immediately, on the spot during observations, during check-ins, during Monday's Teacher Development, and/or added as a next step. Instructional leaders conduct follow-up observations to support teachers attain mastery of any skills that need to be polished. We offer numerous programs aligned with our vision, mission, goals, and values. These programs highlight high academic expectations. These include but are not limited to AP courses, CTE courses, Critical Student Intervention, Accelerated Reader, and Imagine Learning.

Strengths

Grade Levels Teams are consistent (build trust)

Relationships with manager (consistency)

Consistent employee benefits (medical, competitive pay)

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Inconsistent work life balance expectations due to competing priorities for all staff.	Multiple competing calendar items such as teaching responsibilities, grading, parent conferences ,tactical , tutorials, lunch in the classrooms and double duties impedes teacher's the ability to disconnect.
2	Lack of accountability for all stakeholders to create fair and equal expectations specifically from the Operations Team.	Feedback is given in blanket statements and not always addressed with people who are not following directives which creates a divide amongst expectations between campuses .

★ = Priority

Perceptions

Summary

1. Parent/community participation rates are tracked with sign-in sheets at each event. Sign-in sheets are given back to our School Counselor, who files data and identifies trends. This year we had 51.66% of families attend Meet the Teacher Night. We had 100% of 8th Grade families attend the 8th to 9th Grade Transition Meeting and 25.40% of 5th Grade families attend the 5th to 6th Grade Transition Meeting. For Quarter 1, we conducted 20 student and family engagement events, over 10 in both Quarter 2 and 3, and 21 in Quarter 4.

2. The main form of communication with parents/families is electronically through Remind, social media, and the parent weekly newsletter. At times, paper flyers are printed and distributed to students in their homeroom classes by their teachers.

3. At the beginning of the year, the campus started with 705 students with 85 students being new to IDEA Robindale CP. By the end of the year, we ended with about 651 students, 54 Students withdrawing from our School.

Strengths

We offered side-by-side help to families during the re-registration process various times throughout the year. Homeroom teachers were accountable to ensure that families completed re-registration and allowed them to express their concerns. In addition, beginning of year and end of year calls to families were conducted to continue building strong relationships, provide families with upcoming event information, and document any questions/concerns families may have.

Student clubs were involved in facilitating events including Report Card Nights, Welcome To IDEA events, and school Fall Festivals and Spring Festivals. Student engagement events were student-driven and new traditions were started at Robindale including school spirit competitions and student celebrations.

Diverse events were incorporated into a year-at-a-glance calendar to ensure we provide for student and family needs. Some events offered: Parenting classes, food baskets for families in need, curriculum nights for all grade levels, and 5th to 6th transition family meeting.

For activities and events, we offered user-friendly QR Codes to make it easier for students and families to sign up. At times, important flyers were distributed during dismissal pick up line, which increased participation in events.

Athletics: Our scholars get opportunities to join after-school sports such as: volleyball, football, soccer, and track & field.

Student Clubs: Our scholars had the opportunity this year to join a student club: Middle & High School Student Council, High School National Honors Society, Hope Squad and Aviator Student Ambassadors.

Afterschool programs: Students also have opportunities to join dance and chess.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Lack of students and family involvement in campus activities.	There is a gap in creating meaningful connections that include incentives and/or recognitions.
2	Too many forms of communication causing parents to become confused.	Families do not have a consistent mean of communication between campuses and teams.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Lack of intentional data tracking & remediation based on student performances throughout the school year	There were several challenges from instructional coaching that prevented strategic interventions, fostering a culture of data-informed instruction, and ensuring learning continuity despite adult absences.
2 ★	Lack of resources provided to teachers that specifically for SPEd, 504 and EB students.	There is a gap in quality and compliance of specialized services, collaboration between general and specialized staff, and maintaining service continuity despite teacher turnover and absences.
3 ★	Lack of follow up ensuring accommodations with 504 students.	The campus needs to enhance current testing procedures to support 504 students, specific to accommodating testing.
4 ★	Lack of consistent communication with stakeholders at critical times throughout the school year.	The campus needs to enhance the current process to update student contact information as in a timely manner via Powerschool
5 ★	Lack of students and family involvement in campus activities.	There is a gap in creating meaningful connections that include incentives and/or recognitions.
6 ★	Inconsistent work life balance expectations due to competing priorities for all staff.	Multiple competing calendar items such as teaching responsibilities, grading, parent conferences ,tactical , tutorials, lunch in the classrooms and double duties impedes teacher's the ability to disconnect.

★ = Priority

Goals

Goal 1 Robindale CP Class of 2026 will matriculate to college

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

College Prep Average ACT score of 21 or better by high school graduation (HB3)

Evaluation Data Source: ACT Benchmark scores for Class of 2028 & 2029 & ACT October/February/April Scores for Class of 2026,2027,2028.

Strategy 1

Invest instructional staff in integrating college readiness skills everyday

Strategy's Expected Result/Impact: ensure vertical alignment amongst contents and assessments to ensure strategic backwards planning

Staff Responsible for Monitoring: Instructional coaches , content team leaders and counseling team

Problem Statements: Student Learning 1, 2

Title I:

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Use the RTTC Teacher to improve ACT/TSI scores

Strategy's Expected Result/Impact: Students will receive in class support every other day and opportunity to practice ACT/TSI test taking skills throughout the entire school year.

Staff Responsible for Monitoring: College Counseling Team and RTTC Teachers

Problem Statements: Student Learning 1, 2

Title I:

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of intentional data tracking & remediation based on student performances throughout the school year	There were several challenges from instructional coaching that prevented strategic interventions, fostering a culture of data-informed instruction, and ensuring learning continuity despite adult absences.
2	Lack of resources provided to teachers that specifically for SPEd, 504 and EB students.	There is a gap in quality and compliance of specialized services, collaboration between general and specialized staff, and maintaining service continuity despite teacher turnover and absences.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

100% of graduates meet TSIA college readiness benchmark (HB3)

Evaluation Data Source: TSI Benchmark scores

Strategy 1

Host TSI Bootcamps spanning for one month prior to testing throughout the school year

Strategy's Expected Result/Impact: Targeted student instruction based on skill gaps before assessments

Staff Responsible for Monitoring: Counseling team & RTTC Teachers

Problem Statements: Student Learning 1, 2

Title I:

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November | March | July

Strategy 2

Target Small Group Testing every Friday for S1

Strategy's Expected Result/Impact: Students experience remediation prior to testing the same day in the same room.

Staff Responsible for Monitoring: DCC/CC/Principal

Problem Statements: Student Learning 1

Title I:

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November | March | July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of intentional data tracking & remediation based on student performances throughout the school year	There were several challenges from instructional coaching that prevented strategic interventions, fostering a culture of data-informed instruction, and ensuring learning continuity despite adult absences.
2	Lack of resources provided to teachers that specifically for SPEd, 504 and EB students.	There is a gap in quality and compliance of specialized services, collaboration between general and specialized staff, and maintaining service continuity despite teacher turnover and absences.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Class of 2026 will obtain 30% AP Scholars

Evaluation Data Source: Internal Assessments, Mock Assessments, National Assessments

Strategy 1

Create tracking systems of students performance and respond to AP data appropriately .

Strategy's Expected Result/Impact: Focused and prioritized tutorials

Staff Responsible for Monitoring: Instructional Coaches & AP Teachers

Problem Statements: Student Learning 1, 2

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November	March	July

Strategy 2

Create instructional plans for AP teachers that include unpacking and internalizing AP content and rubrics

Strategy's Expected Result/Impact: Ensure teachers know how to backwards plan, analyze data, create action plan for reteaching and reassessing

Staff Responsible for Monitoring: Instructional Coaches

Problem Statements: Student Learning 1, 2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November	March	July

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of intentional data tracking & remediation based on student performances throughout the school year	There were several challenges from instructional coaching that prevented strategic interventions, fostering a culture of data-informed instruction, and ensuring learning continuity despite adult absences.
2	Lack of resources provided to teachers that specifically for SPEd, 504 and EB students.	There is a gap in quality and compliance of specialized services, collaboration between general and specialized staff, and maintaining service continuity despite teacher turnover and absences.

Goal 2 Robindale CP will achieve an A Rating

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase campus SAS by 7 points (from 46 to 53)

Evaluation Data Source: Internal Assessments, Mock Assessments, State Assessments

Next Year's Recommendation: ELAR IA completed with a SAS of 45, reflecting growth from last year's initial benchmark. Math IA scheduled for December. Next year, begin targeted interventions with interventionist support starting Week 1 to ensure consistent, intentional remediation.

Strategy 1

Increase approaches SAS in 6th and 7th grade Math by 13 points

Strategy's Expected Result/Impact: Consistent tracking & focused/prioritized tutorials

Staff Responsible for Monitoring: Instructional Coaches & Teachers

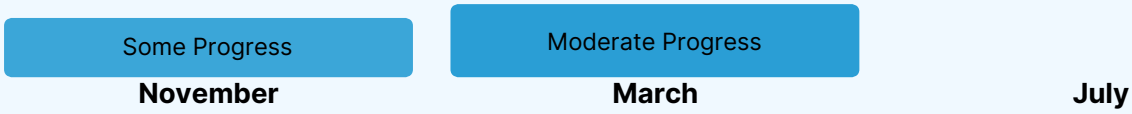
Problem Statements: Demographics 1 - Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Create instructional plans for teachers that include unpacking and internalizing content.

Strategy's Expected Result/Impact: Have strong first instruction which teachers have identified CFS, misconceptions, and created student exemplars

Staff Responsible for Monitoring: Instructional Coach & Principal

Problem Statements: Demographics 1 - Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Lack of follow up ensuring accommodations with 504 students.	The campus needs to enhance current testing procedures to support 504 students, specific to accommodating testing.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of intentional data tracking & remediation based on student performances throughout the school year	There were several challenges from instructional coaching that prevented strategic interventions, fostering a culture of data-informed instruction, and ensuring learning continuity despite adult absences.
2	Lack of resources provided to teachers that specifically for SPEd, 504 and EB students.	There is a gap in quality and compliance of specialized services, collaboration between general and specialized staff, and maintaining service continuity despite teacher turnover and absences.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

80% of Robindale CP scholars will meet growth goals for Math and RLA

Evaluation Data Source: Internal Assessments, Mock Assessments, State Assessments

Next Year's Recommendation: Monitored focus will center on lesson plan rigor and alignment to unpacked standards, data-driven interventions starting Week 1, consistent use of standards tracking for reteach, and tight-loop coaching to reinforce high-quality instruction and student mastery.

Strategy 1

Integrate math and reading intervention block into Middle School Schedule to allow for in school support

Strategy's Expected Result/Impact: Interventionist will teach 6th -7th grade Reading & Math Intervention block to support both contents & HB1416 students

Staff Responsible for Monitoring: ELA/Math Instructional Coach and Principal

Problem Statements: Demographics 1 - Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Consistent execution of school wide tracking and respond to data appropriately .

Strategy's Expected Result/Impact: Consistent SWAMs & focused and prioritized tutorials

Staff Responsible for Monitoring: Instructional Coaches & Teachers

Problem Statements: Demographics 1 - Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Lack of follow up ensuring accommodations with 504 students.	The campus needs to enhance current testing procedures to support 504 students, specific to accommodating testing.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of intentional data tracking & remediation based on student performances throughout the school year	There were several challenges from instructional coaching that prevented strategic interventions, fostering a culture of data-informed instruction, and ensuring learning continuity despite adult absences.
2	Lack of resources provided to teachers that specifically for SPEd, 504 and EB students.	There is a gap in quality and compliance of specialized services, collaboration between general and specialized staff, and maintaining service continuity despite teacher turnover and absences.

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

Increase STAAR SPED Meets score by +14pts for the 25-26 school year (31 to 45)

Evaluation Data Source: Internal Assessments, Mock Assessments, State Assessments

Strategy 1

Create school wide tracking system that allows for identifying, monitoring and responding to data.

Strategy's Expected Result/Impact: Provide in the field coaching cycle in response to SPED data for all teachers. Increase in SPED mastery. Weekly collaboration meetings amongst SPED and GenEd teachers. Conduct Pre Teach in AM or Academic Block

Staff Responsible for Monitoring: SPED/Gen Ed Teacher, Instructional Coaches, Principals

Problem Statements: Demographics 1 - Student Learning 1, 2

Funding Sources: State SPED (PIC 23),

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

No Progress

November **March** **July**

Strategy 2

Provide Special Programs professional development to staff as needed

Strategy's Expected Result/Impact: Knowing our students and what they need. Ensure all accommodations are being implemented. Share best practices and highlight teachers

Staff Responsible for Monitoring: SPED Content Lead and Instructional Coaches

Problem Statements: Demographics 1 - Student Learning 1, 2

Funding Sources: State SPED (PIC 23),

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Lack of follow up ensuring accommodations with 504 students.	The campus needs to enhance current testing procedures to support 504 students, specific to accommodating testing.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of intentional data tracking & remediation based on student performances throughout the school year	There were several challenges from instructional coaching that prevented strategic interventions, fostering a culture of data-informed instruction, and ensuring learning continuity despite adult absences.
2	Lack of resources provided to teachers that specifically for SPEd, 504 and EB students.	There is a gap in quality and compliance of specialized services, collaboration between general and specialized staff, and maintaining service continuity despite teacher turnover and absences.

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

Ensure 100% of identified scholars meet required minutes per House Bill 1416 by S1.

Evaluation Data Source: HB 1416 Data tracking & Locus, Tutorial Sign in Sheets

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Begin HB 1416 planning before the start of the school year to ensure early identification, scheduling, and documentation of required minutes. Designate dedicated intervention blocks, assign clear staff ownership, and monitor completion biweekly to maintain full compliance across all grade levels.

Strategy 1

Integrate math and reading intervention block into Middle School Schedule to allow for in school support

Strategy's Expected Result/Impact: Interventionist will teach 6th -7th grade Reading & Math Intervention block to support both contents & HB1416 students

Staff Responsible for Monitoring: ELA/Math Instructional Coach and Principal

Problem Statements: Demographics 1 - Student Learning 1, 2

Funding Sources: SCE Accelerated Instruction (PIC 24),

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 2

Host afterschool tutorials & Saturday School beginning Q2 for Math, ELA, SS, Science STAAR contents

Strategy's Expected Result/Impact: Students meet quarterly benchmark goals for completion of minutes before S2 and they are successful in exams

Staff Responsible for Monitoring: HB1416 Point Person, core teachers and Principal

Problem Statements: Demographics 1 - Student Learning 1, 2

Funding Sources: SCE Accelerated Instruction (PIC 24),

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Lack of follow up ensuring accommodations with 504 students.	The campus needs to enhance current testing procedures to support 504 students, specific to accommodating testing.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of intentional data tracking & remediation based on student performances throughout the school year	There were several challenges from instructional coaching that prevented strategic interventions, fostering a culture of data-informed instruction, and ensuring learning continuity despite adult absences.
2	Lack of resources provided to teachers that specifically for SPEd, 504 and EB students.	There is a gap in quality and compliance of specialized services, collaboration between general and specialized staff, and maintaining service continuity despite teacher turnover and absences.

Performance Objective 5 ☑ High Priority ☑ HB3 Goal

28% of Robindale CP students at Advanced High or Grow 1 Composite Level

Evaluation Data Source: Internal Assessments, Mock Assessments, State Assessments

Strategy 1

Enhance school wide tracking system that allows for identifying, monitoring and responding to data.

Strategy's Expected Result/Impact: Campus will receive the 10% overall points for TELPAS assessments.

Staff Responsible for Monitoring: Instructional Managers, EB Point Person and Principal

Problem Statements: Demographics 1 - Student Learning 1, 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November | March | July

Strategy 2

Integrate EB strategies in planning and everyday core content lessons

Strategy's Expected Result/Impact: Teachers integrate EB best practices into their daily lesson deliveries such as dictionaries, vocabulary lists, guided notes, PPT translations, etc.

Staff Responsible for Monitoring: Instructional Managers, EB Point Person and Principal

Problem Statements: Demographics 1 - Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November | March | July

Performance Objective 5 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Lack of follow up ensuring accommodations with 504 students.	The campus needs to enhance current testing procedures to support 504 students, specific to accommodating testing.

Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of intentional data tracking & remediation based on student performances throughout the school year	There were several challenges from instructional coaching that prevented strategic interventions, fostering a culture of data-informed instruction, and ensuring learning continuity despite adult absences.
2	Lack of resources provided to teachers that specifically for SPEd, 504 and EB students.	There is a gap in quality and compliance of specialized services, collaboration between general and specialized staff, and maintaining service continuity despite teacher turnover and absences.

Goal 3 Robindale CP will increase staff retention

Performance Objective 1

Robindale CP will increase MS staff retention by 5% (2 employees)

Evaluation Data Source: Overall staff retention

Strategy 1

Create differentiated development plans for Tier 2/3 teachers

Strategy's Expected Result/Impact: Provide additional support for those struggling with content/ pedagogy

Staff Responsible for Monitoring: Instructional Coaches/Principal

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Coach and develop teachers to 90% Proficiency in GET 2

Strategy's Expected Result/Impact: Ensure strong culture of achievement in class

Staff Responsible for Monitoring: Instructional Coaches/Principal

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November | March | July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Lack of intentional data tracking & remediation based on student performances throughout the school year	There were several challenges from instructional coaching that prevented strategic interventions, fostering a culture of data-informed instruction, and ensuring learning continuity despite adult absences.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent work life balance expectations due to competing priorities for all staff.	Multiple competing calendar items such as teaching responsibilities, grading, parent conferences ,tactical , tutorials, lunch in the classrooms and double duties impedes teacher's the ability to disconnect.

Performance Objective 2

Robindale CP will have a 5% increase in AEES Statement " I IDEA employees avoid favoritism, retaliation, and politicking as a way to get things done" for the 25-26 school year (currently 42%)

Strategy 1

Hold monthly celebrations that include Teacher of the Month/Co Teacher of the Month/ Core Value/Student Growth throughout the year

Strategy's Expected Result/Impact: Reward, Publicly recognize and celebrate our teachers

Staff Responsible for Monitoring: Lead Team and GTLs

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November | March | July

Strategy 2

Implement Listening Tours, Manager Focused Pulse Survey Checks and Staff Panels throughout the school year

Strategy's Expected Result/Impact: Increase opportunities for feedback and quick leader actions/ implementation turnaround

Staff Responsible for Monitoring: VP of Schools, Lead Team, CTLs, GTLs

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November | March | July

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Inconsistent work life balance expectations due to competing priorities for all staff.	Multiple competing calendar items such as teaching responsibilities, grading, parent conferences ,tactical , tutorials, lunch in the classrooms and double duties impedes teacher's the ability to disconnect.

Goal 4 Robindale CP will increase student attendance

Performance Objective 1 ☑ High Priority

Reduce chronic absenteeism by 20 students by the end of 25-26 school year. (112 students for CP)

Evaluation Data Source: ADA Matrix,

Strategy 1

Campus will review and revise ADA Matrix to ensure follow up and accountability

Strategy's Expected Result/Impact: Increase ADA, Identify chronic absentee students early in the year

Staff Responsible for Monitoring: Lead Team & GTLs

Problem Statements: Demographics 2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Lack of consistent communication with stakeholders at critical times throughout the school year.	The campus needs to enhance the current process to update student contact information as in a timely manner via Powerschool

Performance Objective 2

Robindale CP receives a score of proficient or higher on the campus safety scorecard for the 2025- 26 school year

Evaluation Data Source: Various district data provided on Locus, weekly reports, hotlist created by campus

Strategy 1

Conduct 100% Campus Crisis drills and meetings

Strategy's Expected Result/Impact: Increase ADA by ensuring campus security

Staff Responsible for Monitoring: APO/FM & Lead Team

Problem Statements: Demographics 2

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Lack of consistent communication with stakeholders at critical times throughout the school year.	The campus needs to enhance the current process to update student contact information as in a timely manner via Powerschool

Goal 5 Robindale CP will increase students persistence

Performance Objective 1 ☑ High Priority

Robindale CP will be in compliance with the Title 1 Family Engagement requirements through the following events: Meet the Teacher, Public Hearing, Town Hall and Report Card Pick Up.

Evaluation Data Source: Events hosted, events communicated and Percentage of families that attended (using RSVPs and sign in sheets)

Strategy 1

Follow Year at a Glance for all campus events to ensure over 10 campus events per quarter with timely family communication

Strategy's Expected Result/Impact: Increase parent engagement

Staff Responsible for Monitoring: School Counselor/Lead Team/GTLs

Problem Statements: Demographics 2 - Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Lack of consistent communication with stakeholders at critical times throughout the school year.	The campus needs to enhance the current process to update student contact information as in a timely manner via Powerschool

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Lack of students and family involvement in campus activities.	There is a gap in creating meaningful connections that include incentives and/ or recognitions.

Performance Objective 2 ☑ High Priority

Robindale CP will have a 5% increase in AEES Statement " IDEA students and parents would rate our services as "excellent." for the 25-26 school year (currently 48%)

Evaluation Data Source: AEES staff surveys & Parent/Student Surveys. Event sign in sheets.

Strategy 1

Timely communication to families regarding school events to promote family engagement and attendance.

Strategy's Expected Result/Impact: Build on meaningful connections and engagement to improve relationship with parents and students.

Staff Responsible for Monitoring: School counselor with support from Lead Team

Problem Statements: Demographics 2 - Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Lack of consistent communication with stakeholders at critical times throughout the school year.	The campus needs to enhance the current process to update student contact information as in a timely manner via Powerschool

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Lack of students and family involvement in campus activities.	There is a gap in creating meaningful connections that include incentives and/ or recognitions.

Performance Objective 3 ☑ High Priority

100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Source: Various district data provided on Locus, weekly reports and presentation completion tracking

Strategy 1

Follow district mandated sco/sequence and create monthly invites for presentations and track completion/attendance

Strategy's Expected Result/Impact: Teachers will deliver district mandated presentations and school counselor will schedule monthly presentations , support and answer any questions

Staff Responsible for Monitoring: Teachers and School Counselor

Problem Statements: Demographics 2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Lack of consistent communication with stakeholders at critical times throughout the school year.	The campus needs to enhance the current process to update student contact information as in a timely manner via Powerschool

Performance Objective 4

100% of students from 6th-11th grade meet their MVPA minutes goal of 1200.

Evaluation Data Source: Data provided by HRM and tracked through monitors on a weekly basis

Strategy 1

6th,8th and 9th grade students participate in moderate to rigorous physical activity to promote healthy athletic and academic daily balance

Strategy's Expected Result/Impact: Students get an opportunity to get exposed to athletics in different grade levels to build the foundation for our various athletic teams such as basketball, soccer, cross country.

Staff Responsible for Monitoring: PE Athletic Coordinator & PE Coach

Problem Statements: Perceptions 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Lack of students and family involvement in campus activities.	There is a gap in creating meaningful connections that include incentives and/ or recognitions.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
THALIA TREVINO	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1		--	$0.00
2	4	2		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$50,374.84
				+/- Difference	**$50,374.84**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,097.28
				+/- Difference	**$7,097.28**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1		--	$0.00
2	3	2		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,961.59
				+/- Difference	**$10,961.59**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$9,865.06
				+/- Difference	**$9,865.06**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,446.21
				+/- Difference	**$3,446.21**

IDEA Public Schools

Round Rock Tech Academy

2025-2026 Campus Improvement Plan

Board Approval Date:
August 12, 2025

Public Presentation Date:
August 2, 2025

Generated by Plan4Learning.com
March 12, 2026 at 09:18 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Goals 4

Goal 1 : Increase overall campus meets performance band 5

Goal 2 : Maintain Chronic Absenteeism 7

Goal 3 : Increase Tier 1 staff culture systems 9

Goal 4 : Increase Family Engagement 10

Goal 5 : Increase in New to Idea student Persistence 12

Title I Summary 13

Title I Personnel 14

Goals

Goal 1 Increase overall campus meets performance band

Performance Objective 1 ☑ High Priority

a. Move meets band of overall 3-5 staar data from 62% TO 65%

Evaluation Data Source: State Performance Ratings

Strategy 1

Increase the level of high quality instructional coaching to be seen in increase of GET ratings of advanced on Ownership

Strategy's Expected Result/Impact: increase in student average achievement

Staff Responsible for Monitoring: Assistant Principals Nash Maldonado, Sashae Crockett, Natalie Hall

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Implement targeted intervention beginning quarter 1 shown in increase of Teachboost ratings with 80% of teachers in semester 1 being rated proficient in data driven decision making

Strategy's Expected Result/Impact: increase in student average achievement

Staff Responsible for Monitoring: Assistant Principals Nash Maldonado, Sashae Crockett, Natalie Hall

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November March July

Performance Objective 2 High Priority

Increase math growth to earn math distinction as per TEA

Strategy 1

Weekly math script cycles and daily spiraled reviews of previous years teks of concern

Strategy's Expected Result/Impact: increase meets math data

Staff Responsible for Monitoring: Natalie and Crockett

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November March July

Performance Objective 3

improve k-2 reading growth in Dibels

Strategy 1

k-2 DI fidelity checks utilizing the DMT process

Strategy's Expected Result/Impact: ensure that students are not guiding students or fluffing internal results

Staff Responsible for Monitoring: api Nash and Sashae Crockett

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

November March July

Goal 2 Maintain Chronic Absenteeism

Performance Objective 1 ☑ High Priority

Maintain chronic absenteeism for the campus below 9%

Evaluation Data Source: powerschool AIS DATA

Strategy 1

Increase celebrations around culture of being present/ weekly homeroom reward

Strategy's Expected Result/Impact: Increase in student ADA

Staff Responsible for Monitoring: APO SIS AND PRINCIPAL

Formative Reviews

No Progress

November **March** **July**

Strategy 2

send out monthly an ADA update in the parent weekly

Strategy's Expected Result/Impact: increase campus daily ada

Staff Responsible for Monitoring: apo sis school counselor and principal

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

Implementation of Tier 2 Mtss for chronic absenteeism

Strategy's Expected Result/Impact: rate of chronic absenteeism kept below 10%

Staff Responsible for Monitoring: driver is APO and SIS

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Considerable Progress		

Goal 3 Increase Tier 1 staff culture systems

Performance Objective 1 ☑ High Priority

A 15% INCREASE IN AEES question IDEA employees avoid favoritism, retaliation, and politicking as a way to get things done.

Evaluation Data Source: QUALTRICS DATA

Strategy 1

Monthly staff social with room to celebrate campus and personal achievements

Strategy's Expected Result/Impact: Increase in AEES survey data

Staff Responsible for Monitoring: Direct Managers

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

content planning led by content specialists apis and content leaders to ensure staff support with content

Strategy's Expected Result/Impact: increase in staff support questions in AEES

Staff Responsible for Monitoring: All direct managers

Title I:

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Goal 4 Increase Family Engagement

Performance Objective 1 ☑ High Priority

AN increase of 8% of Family survey response to the statement The staff at my child's school care about the students.

Evaluation Data Source: Family Survey via Qualtrics

Strategy 1

lead team host a family engagement event surrounding campus-based trends ex. Safety, instructional, and or culture monthly.

Strategy's Expected Result/Impact: increase in Family Survey engagement

Staff Responsible for Monitoring: Principal and school counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Considerable Progress			

Strategy 2

Quarterly "Persistence Pulse Checks" with families/ scholars.

Strategy's Expected Result/Impact: increase of new student persistence

Staff Responsible for Monitoring: school counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Strategy 3

Use MTSS tier 2 for behavior+ SEL potential supports

Strategy's Expected Result/Impact: better behavior management systems

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress		

Goal 5 Increase in New to Idea student Persistence

Performance Objective 1 ☑ High Priority

80% of new to idea students persists into the 2026-2027 school year

Evaluation Data Source: Persistence internal dashboard

Strategy 1

Anti bullying and safer smarter schools 100% of lessons completed during BOY

Strategy's Expected Result/Impact: increase in new to idea student persistence

Staff Responsible for Monitoring: school counselor Hannah Pridgen

Title I:

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

✓ Accomplished

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ABIGAIL MARIE SALAZAR	COTEACHER	School-wide Program	1
FALLY JOSEPH	COTEACHER	School-wide Program	1
LAPORCHE LASHEA LOWE	COTEACHER	School-wide Program	1
ORLANDO CARLIN	COTEACHER	School-wide Program	1
SHELBY Machelle RODRIGUEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
TONISHA MICHELLE HUIZAR	TEACHER - INTERVENTIONIST	School-wide Program	1
TORREY'ANA SMITH	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1

IDEA Public Schools

Round Rock Tech College Prep

2025-2026 Campus Improvement Plan

Board Approval Date:
August 12, 2025

Public Presentation Date:
August 2, 2025

Generated by Plan4Learning.com
March 12, 2026 at 09:18 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Goals 4

Goal 1 : Increase STAAR absolute achievement 5

Goal 2 : Increase staff retention of high stakes positions 7

Goal 3 : Increase 8th to 9th grade persistence 9

Goal 4 : Increase High School enrollment 10

Goal 5 : Decrease chronic absenteeism 11

Title I Summary 12

Title I Personnel 13

Goals

Goal 1 Increase STAAR absolute achievement

Performance Objective 1 ☑ High Priority

STAAR/EOC Social Studies achievement average increases to 55

Evaluation Data Source: STAAR and EOC

Strategy 1

Ensure that a high quality 11th USH teacher is selected and receives strong onboarding

Strategy's Expected Result/Impact: 11th USH results will counterbalance historically low 8th SS performance

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

November | March | July

Performance Objective 2 ☑ High Priority

English 1 and 2 EOC achievement average increases to 60

Evaluation Data Source: EOC

Strategy 1

Ensure a strong partnership between API managing ELA and Regional ELA Coach

Strategy's Expected Result/Impact: Increase in API ability to coach and manage HS English

Staff Responsible for Monitoring: Pricnipal

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November March July

Performance Objective 3

Students with IEPs achieve a cumulative achievement that reflects an increase of 2 points Year-over-year

Evaluation Data Source: STAAR

Strategy 1

Ensure that accommodations and inclusion rounds occur monthly, at minimum

Strategy's Expected Result/Impact: APIs are able to coach SpEd and general Ed teachers to fully support SWIEPs

Staff Responsible for Monitoring: APIs

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November March July

Goal 2 Increase staff retention of high stakes positions

Performance Objective 1 ☑ High Priority

5/6 of lead team are retained and return for 26/27 or receive a promotion within IDEA (APIs, SC, DCC, APO)

Evaluation Data Source: Staff retention data

Strategy 1

Principal ensures 100% fidelity to check ins with all lead team members and prioritizes 2-way feedback and follow-through

Strategy's Expected Result/Impact: Leaders feel invested in, heard and want to stay

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 2 ☑ High Priority

85% of STAAR/EOC course teachers are retained and return for SY 26/27

Evaluation Data Source: Staff retention data

Strategy 1

APIs remain faithful to the coaching cycle with all STAAR teachers

Strategy's Expected Result/Impact: STAAR teachers feel invested in, connected to their manager, and developed

Staff Responsible for Monitoring: APIs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Goal 3 Increase 8th to 9th grade persistence

Performance Objective 1 ☑ High Priority

85% of 8th grade students return for SY 26/27

Evaluation Data Source: Persistence data

Strategy 1

SC monitors a mission list of 8th graders and assigns a portfolio of students to each school leader

Strategy's Expected Result/Impact: School leaders will be able to problem-solve and invest 8th grade families in jeopardy of leaving

Staff Responsible for Monitoring: SC

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November March July

Performance Objective 2

100% of rising 8th graders have a transition parent meeting

Evaluation Data Source: Documented in Naviance

Strategy 1

DCC/CC executes high quality transition meetings

Formative Reviews

Moderate Progress

November March July

Goal 4 Increase High School enrollment

Performance Objective 1 ☑ High Priority

Grade levels 9-11 average greater than 90 students enrolled per grade-level

Evaluation Data Source: Enrollment

Strategy 1

APO will highlight weekly SC actions tailored to recruitment of High School studnets

Strategy's Expected Result/Impact: Increased and targeted efforts based on data

Staff Responsible for Monitoring: APO

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2

100% of students receive Safer Smarter Schools presentation

Strategy 1

School Counselor will manage and monitor implementation of SSS programming

Strategy's Expected Result/Impact: All students receive programming and education re: bullying and reporting

Staff Responsible for Monitoring: School Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November **March** **July**

Goal 5 Decrease chronic absenteeism

Performance Objective 1

80% of students meet their MVPA goal of 900 minutes tracked through IHT monitors in P.E.

Strategy 1

API managing PE will monitor and manage MVPA minutes throughout the year

Strategy's Expected Result/Impact: Students experience a healthy fitness promoting school experience

Staff Responsible for Monitoring: API

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November	March	July

Performance Objective 2

100% of MTSS Tier 2 students receive a documented chronic absenteeism meeting with a school leader

Evaluation Data Source: ADA Matrix tracker

Strategy 1

School leaders schedule and hold ADA meetings with families on track for 18 absences

Strategy's Expected Result/Impact: Families partner with the school to ensure studnets are not chronically absent

Staff Responsible for Monitoring: Principal, APO

Formative Reviews

Considerable Progress

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
NORMA RAE REYES MINK	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools



Rundberg Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:19 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Goals 13

Goal 1 : Increase Student Persistence 14

Goal 2 : Improve academic performance 15

Goal 3 : Increase daily attendance 17

Goal 4 : Increase staff retention 18

Goal 5 : Maintain strong enrollment 19

Title I Summary 20

Title I Personnel 21

Comprehensive Needs Assessment

Demographics

Summary

Here at IDEA Rundberg, we are providing high quality education to ensure that we lay the foundation for our scholars to be successful in life. Our school was established in 2015 and is located in Austin, Texas. We are an open Charter School that focuses on college matriculation. We currently serve a cumulative of 694 scholars in grades K-5.

IDEA Rundberg is an open enrollment charter school founded in 2015. Currently, we proudly serve over 1,400 students in grades K-12. IDEA Rundberg sets high expectations for every student and goes the extra mile to make sure every student realizes their own potential. This school serves 95.82% Economically Disadvantaged students and our ethnic breakdown consists of 92.80% White-Hispanic, 2.31% White, 4.03% Black African, and 0.58% Native Hawaiian- Pacific Islander. Our population is made of 49.57% Male and 50.42% Female.

IDEA Rundberg implements RULER, a systemic approach to SEL developed at the Center for Emotional Intelligence. RULER aims to infuse the principles of emotional intelligence into the immune system of schools (preK-12), informing how leaders lead, teachers teach, and students learn. Students in Kinder through 2nd grade are at a crucial developmental milestone to begin social emotional skill development for early elementary students with Move This World. With their big imaginations, young students take naturally to our unique interactive videos. By inviting them to play, Move This World seamlessly introduces SEL Concepts into their daily routine. Students in 3rd-5th are hitting their social stride and how they develop those skills can influence their academic success. They are still naturally inclined to play, but they're also beginning to think about how other people perceive them. As students develop more meaningful relationships, they are curious to know what others think. Our social emotional skill development for late elementary school program helps students explore their place in the world with interactive videos made just for them. IDEA Rundberg is on-track to uphold our legacy of sending 100% of its graduates to college.

Strengths

At IDEA Rundberg Academy, we have teachers who implement strong culture best practices which leads to significantly low percentage of discipline issues. Our campus TEA report card is a B rating. Staff members were given high quality professional development on best practices to build good rapport with all students around high expectations with culture which has lead to strong academic results. School Safety protocols are in place and partnership exists between local authorities and campus staff.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Chronically absent students are not consistently identified or escalated through the attendance escalation matrix and new chronic absentee students are not immediately added to the tracker or flagged causing interventions to be delayed. The patterns of absenteeism persist without appropriate action taken.	Teachers and operations staff managing daily calls do not consistently identify or escalate students with multiple consecutive absences. There is no system or trigger to ensure students with recurring absences are automatically flagged for follow-up or escalation.
2	Attendance incentives are not consistently implemented, nor are they creatively designed to motivate students and staff across different grade levels.	Grade team leaders are not part of creating the plan and current plan is not followed with fidelity and/or executed on a timely manner.
3	Whole-school visibility into ADA trends and targets is limited. Staff is not consistently updated with progress towards the monthly goals.	No clear process or system for ADA incentives leader board to create momentum.
4	Notes from daily attendance calls are not always communicated out to point people managing the Chronic Absentee Tracker.	Plan is missing who holds staff accountable daily and how when responsibilities are not completed with fidelity.

★ = Priority

Student Learning

Summary

We serve a diverse and dynamic student population, including a high concentration of emerging bilingual (EB) learners and students with surfacing special needs. This unique demographic composition underscores the importance of targeted instruction, language-accessible content, and differentiated support systems.

From Spring 2024 to Spring 2025, student performance data reflects a range of academic trends and growth areas across grade levels: 3rd Grade Math student performance has struggled to show consistent gains, highlighting the need for intensified intervention and foundational skills reinforcement. Continued focus on fluency, conceptual understanding, and scaffolded problem-solving will be critical in the upcoming year. 4th Grade Math cohort has shown promising improvement, with notable gains in both STAAR and mock testing data. Instructional practices in this grade may serve as a model for vertical alignment and effective implementation of Tier 1 strategies. Despite prior growth, current, 5th grade data indicates a decline in achievement from the previous year. This suggests the need for strategic re-alignment of instructional pacing, re-teaching protocols, and targeted small-group interventions to address unfinished learning. 5th Grade Science performance data reflects measurable growth compared to last year, showing that increased rigor and intentional planning have contributed positively to student outcomes in this content area.

Strengths

In the Spring 2024 STAAR, 45% of 5th grade students achieved Approaches Grade Level or higher in Math. This represents a notable increase in student achievement compared to previous performance cycles, and signals growing alignment between instruction and state-level expectations.
From Spring 2024 STAAR to Spring 2025 Mock Testing, 4th grade Math performance increased from 25% to 39% in students meeting Approaches Grade Level. This 14-point gain suggests that recent instructional adjustments and targeted interventions are having a positive and measurable impact on student learning and assessment readiness.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Students in grades 3 and 5 showed lower performance on STAAR-aligned assessments than on monthly unit assessments in Math.	Teachers may be over-relying on curriculum-generated tests without tailoring rigor or format.
2	75% or more of classrooms needed stronger and more frequent student-led discussions and purposeful academic talk.	Students may need extrinsic motivation as a bridge to develop intrinsic engagement in structured academic dialogue.
3	Performance among our emergent bilingual (EB) and special education (SPED) students was lower than comparable demographics at similar schools in the region or network.	Inconsistent differentiation and targeted supports during Tier 1 instruction; and limited use of language-accessible scaffolds and accommodations for EB and SPED students during core content delivery.

★ = Priority

School Processes & Programs

Summary

Our program is built around strong instructional practices, collaborative leadership, and whole-child support to ensure all students thrive academically, socially, and emotionally.Students engage with a rigorous, standards-based curriculum in reading, math, science, and social studies. Instruction is data-driven and differentiated, with response to intervention structures for intervention and enrichment. Programs support diverse learners including English Learners, SPED, and emergent bilingual students through inclusive and targeted models. Teachers benefit from ongoing professional learning through weekly content meetings, instructional coaching, and formal observation cycles. New staff receive structured onboarding and mentorship to build strong instructional foundations. A collaborative leadership team guides campus priorities. Decisions are informed by data, team input, and ongoing feedback from students, staff and families. Transparent communication is maintained through weekly newsletters, digital platforms, and regular family events. Consistent messaging and academic nights build strong school-home partnerships.

The daily schedule maximizes academic time while including intervention blocks, social emotional learning, and specials. Students receive academic and behavioral support through interventionists, counselors, and SPED teams. social emotional learning programs and health services contribute to a safe and nurturing environment. Technology enhances instruction with 1:1 devices, digital learning platforms (e.g., Dreambox, Lexia), and tech tools for blended learning. Digital citizenship and keyboarding are embedded in instructional routines. Core values and positive behavior intervention systems promote positive behavior and community. Celebrations, student recognition, and leadership opportunities help build a strong, inclusive culture. Assessment data drives instruction, and partnerships with families and community organizations enrich the student experience.

Strengths

Our campus maintains a strong instructional culture, as evidenced by consistent growth in GET rubric ratings, especially in 2C: Culture of Learning. Classrooms reflect high expectations, student engagement, and rigorous academic discourse. Teachers are supported in building effective instructional habits that promote meaningful learning for all students. Our school fosters a safe, structured, and joyful environment. Clear behavior expectations, proactive classroom management, and consistent recognition systems help students feel seen, supported, and motivated. Daily SEL lessons, student leadership roles, and school-wide celebrations build a strong sense of belonging and pride. We implement *Move This World* with fidelity, providing daily SEL instruction that supports emotional regulation, empathy, and resilience. Morning rituals, emotional check-ins, and movement-based practices empower students to navigate challenges and build healthy relationships. New teachers experience a robust onboarding program, including foundational training in curriculum, culture systems, and instructional planning. Ongoing support includes mentorship, real-time coaching, and weekly PLCs focused on lesson internalization, data analysis, and student work review. Campus leaders are highly visible and instructional-focused. Through frequent walkthroughs, co-teaching, and targeted feedback, teachers receive timely support that promotes growth. Leadership teams model instructional excellence and foster a collaborative, growth-oriented school culture. Instruction is anchored in data. Teachers regularly analyze formative assessments, universal screeners, and student work to adjust instruction and ensure mastery. Data meetings guide decisions for intervention, reteach, and enrichment, contributing to improved outcomes on key metrics such as benchmark assessments, reading growth, and math fluency.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Teachers need a clear structure or process for unit unpacking and lesson internalization, leading to variability in planning quality and instructional readiness.	Teachers need more time and clearer guidance to effectively unpack units in advance, as weekly planning demands are overwhelming, leading to limited engagement with module resources, a disconnect between planning and practice, and inconsistent implementation of accommodations and modifications.
2	Teachers struggle to effectively utilize data to inform and make timely instructional adjustments.	Teachers lack a clear plan of action after reviewing data, there is inconsistent or insufficient use of weekly data meetings, and limited training on how to analyze and apply data to guide instruction.
3	Staff development sessions often contain more information than can be effectively applied in a short timeframe.	Staff development sessions often present too much information at once, making timely implementation challenging, and there is insufficient follow-up and individualized support to ensure all staff, particularly K-2 educators, can effectively apply the training.
4	Low staff morale is significantly impacted by an ineffective discipline system that lacks consistency and meaningful consequences.	Low staff morale stems from an ineffective discipline system that lacks consistency, transparency, and meaningful consequences, leading to frustration, burnout, and a perceived lack of support in maintaining standards.

★ = Priority

Perceptions

Summary

At IDEA Rundberg, we have had a high turnover rate in leadership and instructional staff. As a result, the school does not have consistency in operational systems and extensive experience in current roles. Additionally, based on staff surveys some staff feel undervalued and overworked. Teachers have a strong commitment to our mission and continue to find great purpose in serving our students. With our large population of Emergent Bilingual scholars, teachers find it difficult to connect with families if they do not speak Spanish themselves. This creates a gap in communication between the school and our community.

Strengths

An increase in community events has strengthened connections between staff and families, fostering more effective partnerships. Family survey results indicate that parents feel welcomed at the school.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	A lack of consistent and effective communication between teachers and families, combined with limited family engagement at the grade level and classroom level, is hindering meaningful partnerships. These gaps reduce trust, weaken support for student learning, and limit opportunities for collaboration between home and school.	A root cause of weak home-school partnerships is the lack of clearly defined roles, protocols, and tools for timely, consistent communication, along with limited opportunities for family involvement at the grade and classroom levels. This leads to uncoordinated efforts and reduced collaboration in support of student success.
2	Based on feedback from the Employee Survey, there is a clear opportunity to strengthen trust, engagement, and mutual investment between leadership and staff.	A lack of structured and inclusive systems for staff to provide input on decisions, especially those that directly impact their work, leading to feelings of disempowerment and reduced trust in leadership.
3	Staff retention needs improvement, driven in part by employees feeling undervalued due to inconsistent and insufficient efforts to meaningfully recognize and celebrate their contributions throughout the year.	Inconsistent and meaningful recognition of staff achievements leads to feelings of being undervalued, contributing to low morale and staff retention challenges.

★ = Priority

Goals

Goal 1 Increase Student Persistence

Performance Objective 1

New Student Persistence increases 4% YoY

Evaluation Data Source: Persistence dashboard

Strategy 1

SC monitors a mission list of kindergarteners and assigns a portfolio of students to each school leader

Strategy's Expected Result/Impact: A greater % of 1st graders will be in their 2nd year of IDEA's program

Staff Responsible for Monitoring: School Counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Purposeful and Joyful Schoolwide Events

Strategy's Expected Result/Impact: A greater percentage of NTI students will persist year after year

Staff Responsible for Monitoring: School Counselor

Formative Reviews

Moderate Progress

November **March** **July**

Goal 2 Improve academic performance

Performance Objective 1 ☑ High Priority

At least 46% of students will meet the standards of the ELA STAAR as measured by state accountability standards, contributing to an overall A rating for the campus.

Evaluation Data Source: Internal exams
IAs

Strategy 1

Analyze student performance data frequently to guide planning and differentiate instruction, including targeted support for emergent bilinguals, to address both language and boost their achievement.

Strategy's Expected Result/Impact: Increase students on-track to achieve their growth goal

Staff Responsible for Monitoring: APIs

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Utilize the Multi-Tiered System of Supports (MTSS) framework to provide varying levels of support.

Strategy's Expected Result/Impact: The expected result is improved student growth and achievement, with more students--especially emergent bilinguals--making measurable progress, leading to higher percentages meeting or exceeding Domain 3 growth targets on the STAAR exam.

Staff Responsible for Monitoring: Teachers, APIs, and Principal

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2 ☑ High Priority

At least 49% of students will meet the standards of the Math STAAR as measured by state accountability standards, contributing to an overall A rating for the campus

Evaluation Data Source: Internal exams
IAs

Strategy 1

Analyze student performance data frequently to guide planning and differentiate instruction, including targeted support for emergent bilinguals, to address both language and boost their achievement.

Strategy's Expected Result/Impact: Increase students on track to meet their goal

Staff Responsible for Monitoring: APIs

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

No Progress

November	March	July

Goal 3 Increase daily attendance

Performance Objective 1

Chronic absenteeism is reduced to 8.4%

Evaluation Data Source: MTSS data

Strategy 1

School leaders schedule and hold ADA meetings with families on track for 18 absences

Strategy's Expected Result/Impact: Increased partnership with parents

Staff Responsible for Monitoring: Principal and APO

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2

80% of students meet their MVPA goal of 900 minutes tracked through IHT monitors in P.E.

Evaluation Data Source: IHT minutes

Strategy 1

API managing PE will monitor and manage MVPA minutes throughout the year

Strategy's Expected Result/Impact: Increased fitness and fun

Staff Responsible for Monitoring: API

Formative Reviews

Some Progress

November **March** **July**

Goal 4 Increase staff retention

Performance Objective 1

85% of STAAR course teachers are retained and return for SY 26/27

Evaluation Data Source: Staff retention dashboard
Pulse checks

Strategy 1

APIs remain faithful to the coaching cycle with all STAAR teachers

Strategy's Expected Result/Impact: Increased instructional effectiveness

Staff Responsible for Monitoring: APIs

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Goal 5 Maintain strong enrollment

Performance Objective 1

All grade levels are fully enrolled to enrollment targets

Evaluation Data Source: Enrollment data

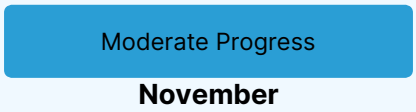
Strategy 1

APO will manage SEC to use data to drive recruitment priorities and actions

Strategy's Expected Result/Impact: Increased enrollment in lower-enrolled grades

Staff Responsible for Monitoring: APO

Formative Reviews



Performance Objective 2

100% of students receive Safer Smarter Schools presentation

Evaluation Data Source: SSS implementation data

Strategy 1

School Counselor will manage and monitor implementation of SSS programming

Strategy's Expected Result/Impact: Increased awareness of bullying and appropriate behavior

Staff Responsible for Monitoring: School Counselor

Formative Reviews



Title I Summary

Title I Personnel

Name	Position	Program	FTE
CRYSTAL Del Carmen GARCIA	TEACHER - INTERVENTIONIST	School-wide Program	1
DIANA NICOLE PEREZ	TEACHER - INTERVENTIONIST	School-wide Program	1
MARIANE GUTIERREZ	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1

IDEA Public Schools

Rundberg College Prep

2025-2026 Campus Improvement Plan

Board Approval Date:
August 12, 2025

Public Presentation Date:
August 2, 2025

Generated by Plan4Learning.com
March 12, 2026 at 09:19 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 12

Perceptions 16

Goals 19

Goal 1 : Decrease the percentage of students who attend a two year college. 20

Goal 2 : Increase IDEA Rundberg College Prep's Domain 3 Accountability Score 22

Goal 3 : Increase High School Student Persistence 24

Goal 4 : Reduce Chronic Absenteeism 27

Goal 5 : Improve staff retention in priority grade levels. 28

Title I Summary 30

Title I Personnel 31

Comprehensive Needs Assessment

Demographics

Summary

IDEA Rundberg sets high expectations for every student and goes the extra mile to ensure they realize their potential. Personalized learning, critical thinking skills, and mastery of core subjects is our recipe for success.

· Total enrollment: 755

· 6th: 124

· 7th: 128

· 8th: 127

· 9th: 123

· 10th: 107

· 11th: 76

· 12th: 70

· Grades: 6-12

· Admission: Open Enrollment Charter School

· Location: 9504 N Interstate 35 Frontage Rd, Austin, TX 78753

· Special Programs

· CTE: Commercial Photography emphasis

· Clubs: UT Business Club, UT Science Club, Leadership, Yearbook, and Video Game Club

· Athletics: Flag Football, Soccer, Basketball, Cross Country, Volleyball, Track, Cheer

· AP for All: Students take 10+ AP Courses before graduation

· Graduation Rate: 100%

· College Matriculation: 100%

· Economically Disadvantaged: 94%

· SPED: 12%

· EB: 85%

· ADA

· 23-24: 94.53%

· 24-25: 95.00% - #2 in the region

· Chronic Absenteeism – Students who have missed 10% of school year

· 10.01% - #2 in the region

Strengths

1. Prepping students for college with AP Courses
2. Supporting students who are overlooked
3. 100% college matriculation
4. Quick dismissal
5. Hall monitor support
6. High attendance
7. 100% graduation rate
8. Open enrollment charter school
9. Serving a traditionally low performing area and having great outcomes
10. Staff is bonded and support each other
11. Support with the path that fits the student

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	There is a need to increase student enrollment for upper classmen because it impacts teacher staffing.	1. Lack of development of college identity in 9th and 10th grade for both students and parents which could be increased by additional field lessons and end of the year student celebrations 2.Lack of individual college counseling for 9th and 10th grade students provided by the college counseling team
2	Problem Statement: There is a need to reduce student chronic absences specifically for middle school students because it increases the achievement gap.	1. Lack of consistent and clear communication between teachers and lead team in flagging students with chronic absences. 2. Lack of clarity of first period arrival and absences. Specifically tardy present students and parental excuses.

★ = Priority

Student Learning

Summary

23-24 STAAR Summary Data

Rundberg CP STAAR Exam Data				
RLA	**Approaches**	**Meets**	**Masters**	**AA**
6th Reading	71	56	19	49
7th Reading	73	51	28	51
8th Reading	87	68	38	64
9th English I	82	69	23	58
10th English II	90	85	9	61
Overall RLA	**81**	**66**	**23**	**57**
Math	**Approaches**	**Meets**	**Masters**	**AA**
6th Math	69	40	10	40
7th Math	72	53	20	48
Algebra I Combined	91	71	53	72
Overall Math	**77**	**55**	**28**	**53**
Science	**Approaches**	**Meets**	**Masters**	**AA**
8th Science	73	51	18	47
Biology	90	69	21	60
Overall Science	**90**	**69**	**21**	**54**
Humanities	**Approaches**	**Meets**	**Masters**	**AA**
8th USH	67	38	12	39
11th USH	97	76	40	71
Overall Humanities	**82**	**57**	**26**	**55**
Overall STAAR				55

	% of students approaching grade level	% of students meeting grade level	% of students mastering grade level
English Language Arts	81%	66%	23%
Math	77%	55%	28%
Science	90%	69%	21%
Social Studies	82%	57%	26%

23-24 AP Summary Data

Rundberg AP Exam Data Overall							
ELA	**1**	**2**	**3**	**4**	**5**	**% @ 2 +**	**% @ 3 +**
AP English Language	65%	30%	3%	3%	0%	36%	6%
AP English Literature	28%	29%	40%	3%	0%	72%	43%
Math							
AP Pre-Calculus	42%	30%	19%	9%	0%	58%	28%
AP Statistics	70%	9%	15%	4%	2%	30%	21%
Calculus AB	43%	43%	5%	`0%	0%	57%	15%
Science							
AP Biology	53%	31%	11%	4%	1%	47%	16%
AP Environmental	39%	46%	7%	4%	4%	61%	15%
History							
AP Human Geography	80%	8%	8%	4%	0%	20%	12%
AP World History	33%	32%	22%	13%	0%	67%	33%
AP US History	32%	46%	14%	8%	0%	68%	22%
AP Government	28%	31%	28%	12%	2%	72%	42%
AP Microeconomics	60%	28%	7%	5%	0%	40%	12%
Electives							
AP Spanish Lang	0%	0%	27%	44%	29%	100%	100%

AP Drawing	11%	22%	67%	0%	0%	89%	67%

23-24 AP TELPAS Data

TELPAS

	Writing	Speaking	Reading	Listening
% Beginning	11%	8%	11%	5%
% Intermediate	39%	37%	21%	16%
% Advanced	35%	47%	24%	36%
% Advanced High	16%	8%	45%	43%

State Accountability

Domain 1 - Student Achievement:

- 23- 24 SY: 84/B
- 22- 23 SY: 87/B

Data below is from 23-23 School Year. See above for school reported data for 23-24 school year.

	Additional Student Groups								
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	89%	89%	90%	89%	89%	67%	70%	91%	85%
At Meets GL Standard or Above	72%	71%	85%	70%	71%	50%	40%	77%	60%
At Masters GL Standard	26%	25%	60%	25%	26%	17%	20%	27%	25%

	Additional Student Groups								
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	89%	89%	100%	89%	89%	85%	86%	89%	90%
At Meets GL Standard or Above	58%	58%	69%	59%	58%	40%	43%	58%	59%
At Masters GL Standard	27%	27%	38%	29%	28%	13%	29%	29%	24%

	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled
Science									
Percent of Tests									
At Approaches GL Standard or Above	95%	95%	100%	96%	96%	75%	*	98%	87%
At Meets GL Standard or Above	74%	73%	100%	71%	73%	38%	*	79%	61%
At Masters GL Standard	37%	35%	88%	35%	37%	21%	*	39%	32%

Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	95%	95%	100%	95%	95%	70%	-	99%	70%

At Approaches GL Standard or Above	85%	85%	100%	85%	85%	70%	-	89%	70%
At Meets GL Standard or Above	52%	51%	86%	51%	51%	52%	-	59%	25%
At Masters GL Standard	28%	26%	71%	24%	24%	22%	-	30%	18%

Domain 2 - School Progress: A -Rated

- 23- 24 SY: 96/A
- 22- 23 SY: 96/A

Data below is from 23-23 School Year.

Rundberg CP STAAR Exam Data				
RLA	**Approaches**	**Meets**	**Masters**	**AA**
6th Reading	71	56	19	49
7th Reading	73	51	28	51
8th Reading	87	68	38	64
9th English I	82	69	23	58
10th English II	90	85	9	61
Overall RLA	**81**	**66**	**23**	**57**
Math	**Approaches**	**Meets**	**Masters**	**AA**
6th Math	69	40	10	40
7th Math	72	53	20	48
Algebra I Combined	91	71	53	72
Overall Math	**77**	**55**	**28**	**53**
Science	**Approaches**	**Meets**	**Masters**	**AA**
8th Science	73	51	18	47
Biology	90	69	21	60
Overall Science	**90**	**69**	**21**	**54**
Humanities	**Approaches**	**Meets**	**Masters**	**AA**
8th USH	67	38	12	39
11th USH	97	76	40	71
Overall Humanities	**82**	**57**	**26**	**55**
Overall STAAR				**55**

Domain 3 - Closing the Gaps: A-Rated

- 23- 24 SY: 97/A
- 22- 23 SY: 98/A

Strengths

1) Students who are not on grade level each year, grow and their test scores increase each year.

2) Students labeled as emergent bilinguals perform at a level commensurate with their grade level peers.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	There is a need to increase writing and speaking scores on TELPAS.	1) Lack of authentic practice around speaking in class 2) Lack of authentic and creative writing that is not formulaic in nature
2	There is a need to increase the number of 3's, 4's, and 5's on AP exams at IRCP.	1) Lack of technical writing in STEM classes 2) Lack of student investment in AP for All - leading to low morale around testing 3) Increasing rigor in STAAR classes 4) Poor teacher retention in AP Human Geography

★ = Priority

School Processes & Programs

Summary

Summary

At IRCP, we are proud of the hard-working and talented team we work with. We know our teachers are some of the best because we have 11 Level 5 teachers, 15 Level 4 teachers and 7 Level 3 teachers. Additionally, we have 6 TIA Designated teachers all designated at the Master level which is the highest designation.

The best way we recruit high performing teachers is by referrals. By creating a school culture where high performing teachers are valued, it makes those teachers want to bring in others to work with them. We take teacher feedback throughout the year to improve our systems and procedures in order to make the work more sustainable. Teacher placement in contents and grade levels is determined by high quality teacher strengths, teacher coachability and student needs.

Our campus develops instructional leaders by weekly meetings to co-observe teachers to best find instructional & cultural strengths and areas of growth and collaboratively give lesson plan feedback. Each instructional leader manages content groups and each manages 2 grade levels at our school to maintain consistent rewards and consequences for those students in their grade level. During our instructional and culture rounds, instructional leaders collect data and determine professional development for teachers based on our observations. We usually differentiate PD so that teachers at different levels get support tailored to their strengths and needs.

Student Programs & Opportunities:

All 6th and 7th grade students completed CTE classes this year on Touch Systems and Data Entry and Professional Communications. A majority of 9th graders completed an Intro to Audio Visual Communication class. Majority of 10th graders and various upper classmen completed Commercial Photography I. Next year we will add Commercial Photography II to the CTE course sequence.

Procedures:

Middle school classrooms had Chromebook carts that students could use during school hours. Students were not able to take Chromebook home this year due to excessive destructive previous years. We did see a drastic decrease in technology repairs needed at the middle school level. High school students were issued a personal laptop for them to use in class and at home to complete their homework. Teachers are encouraged to give students work on their laptops in class during the day to teach them skills they will need to be successful in college and beyond as well as get them prepared to take assessments online. All students and staff also have Microsoft TEAMS accounts in order to have a platform to organize class assignments and open communication between all members of our organization.

Our middle school classes are 90 minute class rotations that include 4 core classes and 2 electives daily. Our high school classes are 60 minute class rotations that also include core classes and electives based on student graduation plans. All high school students are enrolled in at least 1 AP class starting their freshman year and all our students will take at least 10 AP classes by the time they graduate. Middle school teachers get one planning

period and high school teachers get 2 each day. Each content team has a common planning period so that they can collaborate in PLCs. Our school day starts at 8:00 and ends at 3:45. Fridays we host an after-school homework tutoring for students that didn't complete homework during the week until 5:00. Summer school is an option for students that need credit recovery or to gain seat time for students with excessive absences.
On our campus, we have grades kindergarten through 12th grade which allows us to help with transitions from key milestones. Our 5th graders get to come over to our middle school one day to experience our school before joining on the first day, our 8th graders and their families attend a transition night to prep them for high school and our 11th graders do the same but in preparation for their senior year.
Our classroom management hierarchy is the same from 6th grade to 12th grade which allows for students and staff to have more consistency and know what to expect from room to room in our building. In order to keep students in the classrooms, teachers call for Admin Swaps that allow an administrator to come to the room to help intervene with the necessary next steps, usually resulting in the student returning to class reset and ready to learn.

Student Culture Data Pulled from January

	Lunch Reflections (L 1)	Number of ISS	Number of OSS
6th	166	6	8
7th	389	13	17
8th	340	10	15
9th	158	11	8
10th	609	10	6
11th	89	4	6
12th	99	6	4

Strengths

1. We have a Behavior System that is consistent from 6th through 12th grade so students and teachers are clear on expectations and consequences.

2. Our instructional lead team provides high levels of support to our teachers in the areas of classroom management, lesson plans, classroom culture, discipline & consequences, building relationships and classroom observations.

3. We have a large amount of high performing teachers on our campus due which allows for our students to get the most quality education.

4. We continue to retain high performing teachers.

5. We have decreased the amount of technology damages this year by not allowing Middle School students to take home laptops.

6. We have differentiated Professional Development for teachers based on what trends the instructional lead team sees during observations.

7. We have a strong College-Going culture due to our Transition Nights that we host each year, the push for all students to take AP classes and our Road To and Through College classes that all high school students take.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	There is a need for teachers and leaders to provide more clear interventions when Tier 2 behaviors continue to persist.	1. Lunch Reflections (Tier 2 Consequence) are being run inconsistently from grade level to grade level. 2. Circle back conversations are not happening with students consistently so students are unsure why they are serving lunch reflection which means they don't properly reflect what went wrong and what they need to do better.
2	There are inconsistent practices and expectations with Middle School students when they use in-classroom COWs (Computers On Wheels) which leads to damages that are tough to track.	1. Passing out and picking up an assigned laptop each class period takes up instructional class time, so teachers don't use that system. 2. Teachers & students are unclear with how they should be reporting damages.

★ = Priority

Perceptions

Summary

IDEA Rundberg has two social workers, one employed by IDEA and another employed by Austin Public Health to provide mental health services to students.

2024 - 2025 ADA

Grade	Current YTD ADA
6	95.92%
7	94.57%
8	94.86%
9	95.31%
10	94.87%
11	95.45%
12	94.81%
CP	94.81%

2024 -2025 Persistence

NTI Persistence	Data Leaver #	Data %	Overall Persistence	Data Leaver #	Data %
	YTD			YTD	
6th grade	2	92.31%	6th grade	5	96.1%
7th grade	4	80.00%	7th grade	8	94.1%
8th grade	2	81.82%	8th grade	8	94.1%
9th grade	3	83.33%	9th grade	7	94.6%
10th grade	4	66.67%	10th grade	10	91.5%
11th grade	2	33.33%	11th grade	9	89.4%
12th grade	1	50%	12th grade	3	95.9%
Overall CP NTI	**18**	**80.43%**	**Overall CP**	**50**	**93.80%**

Currently IDEA Rundberg College Prep is projected to end the year with 87% teacher retention with their known leavers. This is an increase from last years 83% retention rate.

IDEA Rundberg will host the following parent events this year

- Meet the Teacher Night
- Quarter 1 Report Card Pick Up
- Fall Festival
- Semester 1 Awards Ceremony
- Honor Roll Celebrations
- Community Vaccine Clinics
- Quarter 2 Report Card Pick Up
- Spring Festival
- Transition Night Events
- College Signing Day
- EOY Awards Ceremony + Atheletic Banquet

- Graduation

IDEA Rundberg College Prep uses programs such as Remind and Language Line to close language barrier gaps.

Some barriers that prevent partcipation from parents/guardians/community are parents intensive work schedules, transportation barriers ,and technology access/knowing how to use it.

Strengths

- IDEA Rundberg College Prep currently has 87% teacher retention which has increased from last year's 83%.
- IDEA Rundberg College Prep has a strong discipline model that increases daily ADA and instructional time.
- IDEA Rundberg College Prep has two social workers, one employed by IDEA and another employed by Austin Public Health to provide mental health services to students.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	There is a need for better communication with families	Root Cause 1: Inaccurate parent contact information persists due to a lack of proactive updates by families. Root Cause 2: Missed opportunities during parent engagement events to collect and verify current contact details.
2	College Prep new to IDEA students attendance struggles 3rd quarter due to decreasing supports for those students.	Root Cause 1: Lack of regular check-ins throughout the year past quarter 2. Root Cause 2: Limited language resources for new to IDEA emergent bilingual high school students. Root Cause 3: Insufficient student mentorship opportunities.

★ = Priority

Goals

Goal 1 Decrease the percentage of students who attend a two year college.

Performance Objective 1 ☑ HB3 Goal

IDEA Rundberg College Prep senior classes have an average ACT score of a 21 or better by high school graduation.

Evaluation Data Source: ACT Data

Strategy 1

Consistent use of Mastery Prep materials in grades 10 and 11.

Strategy's Expected Result/Impact: Increase ACT data

Staff Responsible for Monitoring: Gesselle Sanchez - College Counselor

Title I: 2.5.3

TEA Priorities: Connect high school to career and college

Formative Reviews



November March July

Performance Objective 2 ☑ HB3 Goal

100% of graduates meet TSIA college readiness benchmarks

Evaluation Data Source: TSIA Scores

Strategy 1

60% of juniors are exempt by end of year

Strategy's Expected Result/Impact: Increase TSI scores

Staff Responsible for Monitoring: Lesli Martinez - College Counselor

TEA Priorities: Connect high school to career and college

Formative Reviews

Considerable Progress

November | March | July

Performance Objective 3 ☑ High Priority

15% or less of seniors matriculate to a 2-year university.

Evaluation Data Source: Matriculation data

Strategy 1

Ensure 100% of students apply to, and is accepted at, a range of financially feasible colleges that align with their goals with a minimum of at least 6 four year universities.

Strategy's Expected Result/Impact: Improve 4 year matriculants

Staff Responsible for Monitoring: Claudia Benavides - Director of College Counseling

Formative Reviews

Some Progress

November | March | July

Strategy 2

Ensure 100% of students attend one college field lesson to build a strong college going identity within students

Strategy's Expected Result/Impact: Improve 4 year matriculants

Staff Responsible for Monitoring: Claudia Benavides - Director of College Counseling

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

November | March | July

Goal 2 Increase IDEA Rundberg College Prep's Domain 3 Accountability Score

Performance Objective 1

60% of students taking TELPAS assessment will maintain or increase proficiency levels.

Evaluation Data Source: TELPAS Data

Strategy 1

Emergent Bilingual (EB) professional development offered at least once a semester.

Strategy's Expected Result/Impact: Increase TELPAS scores and EB STAAR performance.

Staff Responsible for Monitoring: Ms. Marks - EB Coordinator

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July
Some Progress		

Strategy 2

70% of teachers are proficient in GET Guidepost 3 - Ownership.

Strategy's Expected Result/Impact: Increase Domain 3 Scores

Staff Responsible for Monitoring: Meggie Summers - Principal

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 ☑ High Priority

5% approaches increase for students identified as accelerated learners through HB 1416.

Evaluation Data Source: STAAR Scores

Strategy 1

Track and respond to % of AL students on track to approaches.

Strategy's Expected Result/Impact: Improve STAAR data

Staff Responsible for Monitoring: Meggie Summers - Principal

Title I: 2.5.3

Formative Reviews

November	March	July
Some Progress		

Performance Objective 3

Increase Special Education's Achievement Average by 2 points.

Evaluation Data Source: STAAR Scores

Strategy 1

Ensure SPED students have accurate and rigorous growth goals.

Strategy's Expected Result/Impact: Improve STAAR Scores

Staff Responsible for Monitoring: Meggie Summers - Principal

Title I: 2.5.1, 2.5.3

Formative Reviews

November	March	July
Some Progress		

Goal 3 Increase High School Student Persistence

Performance Objective 1 ☑ High Priority

Improve high school persistence by 5%.

Strategy 1

100% of new families attend a welcome to IDEA event.

Strategy's Expected Result/Impact: Increase persistence

Staff Responsible for Monitoring: Alexcia Daniels - Assistant Principal of Operations

Formative Reviews

✓ Accomplished

November	March	July

Strategy 2

Build a Culture of Joy, Celebration, and Belonging

Formative Reviews

Some Progress

November	March	July

Performance Objective 2

Receive a score of proficient (80%) or higher on the campus on the campus safety score card.

Evaluation Data Source: Campus Safety Audits

Strategy 1

Fidelity to the daily door audits

Strategy's Expected Result/Impact: Improve campus safety

Staff Responsible for Monitoring: Alexcia Daniels- Assistant Principal of Operations

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Consistent campus crisis team meeting that follow the prescribed district agenda

Strategy's Expected Result/Impact: Improve campus safety

Staff Responsible for Monitoring: Alexcia Daniels- Assistant Principal of Operations

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar

Strategy's Expected Result/Impact: Improve persistence

Staff Responsible for Monitoring: Cajalyn Varise - School Counselor

Title I: 2.5.3

Formative Reviews

Accomplished

November **March** **July**

Performance Objective 3

Host at least 4 parent engagement events throughout the year and ensure 2 of them share academic data with families.

Evaluation Data Source: Parent Engagement Attendance Sheets

Strategy 1

Share students major assessment data with parents (Semester Exam, Mock, and EOY performance) in a digestible manner.

Strategy's Expected Result/Impact: Improve student persistence

Staff Responsible for Monitoring: Cajalyn Varise - School Counselor

Formative Reviews

November	March	July
Some Progress		

Goal 4 Reduce Chronic Absenteeism

Performance Objective 1 ☑ High Priority

IDEA Rundberg College Prep will reduce chronic absenteeism by 1.5% or remain at 10%.

Evaluation Data Source: ADA Data

Strategy 1

Implement ADA escalation matrix with fidelity

Strategy's Expected Result/Impact: Increase ADA

Staff Responsible for Monitoring: Alexcia Daniels - Assistant Principal of Operations

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 2

80% of students meet their MVPA goal of 900 minutes.

Evaluation Data Source: MVPA Data

Strategy 1

Bi-weekly data meeting with PE coaches

Strategy's Expected Result/Impact: Increase MVPA minutes

Staff Responsible for Monitoring: Jonathan Camarillo - PE Teacher Manager

Formative Reviews

November	March	July
Some Progress		

Goal 5 Improve staff retention in priority grade levels.

Performance Objective 1 ☑ High Priority

90% staff retention in 7th and 9th grade.

Evaluation Data Source: Staff Retention Data

Strategy 1

Once a semester pulse points with staff members

Strategy's Expected Result/Impact: Increase persistence

Staff Responsible for Monitoring: Meggie Summers - Principal

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

No Progress

November	March	July

Strategy 2

Coach GTL's around monitoring grade level culture.

Strategy's Expected Result/Impact: Improve teacher retention

Staff Responsible for Monitoring: Meggie Summers - Principal

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Some Progress

November	March	July

Performance Objective 2

5% overall increase on AEES.

Evaluation Data Source: SDC Data

Strategy 1

Managers provide accurate feedback and coaching for each staff member through the SDC cycle.

Strategy's Expected Result/Impact: Improve staff retention

Staff Responsible for Monitoring: Meggie Summers - Principal

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July
Some Progress		

Title I Summary

Title I Personnel

Name	Position	Program	FTE
JESSICA A GUTIERREZ	TEACHER - INTERVENTIONIST	School-wide Program	1
JONATHAN MICHAEL CAMARILLO	TEACHER - INTERVENTIONIST	School-wide Program	1
JONATHAN STEVE GONZALEZ MATA	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

San Benito Academy

Accountability Rating: A

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:33 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 17

Employee Data 17

Parent/Community Data 18

Goals 19

Goal 1 : Increase Achievement on STAAR 20

Goal 2 : Increase Dibels Growth in Kinder-2nd 24

Goal 3 : Increase Student Survey Results 26

Goal 4 : Increase Average Daily Attendance 29

Goal 5 : Increase Overall Student Persistence 31

Title I Summary 33

Title I Personnel 34

Comprehensive Needs Assessment

Demographics

Summary

Founded in 2008, our campus has grown into a vital part of the community, currently serving 678 students in Kindergarten through 5th grade. Our mission is rooted in equity and access, with a strong commitment to guiding students on their path to and through college.

A defining aspect of our student body is that the majority come from economically disadvantaged backgrounds. Despite the systemic barriers often faced by students in these circumstances, our school works intentionally to create a culture of high expectations, support, and opportunity. We believe every child can succeed with the right guidance and resources, and this belief shapes every aspect of our work.

Our campus story is one of resilience, growth, and aspiration. We are not only preparing students academically—we are helping them build the habits, mindsets, and confidence needed to pursue higher education and long-term success. Our demographics reflect the larger mission we embrace: to serve as a launchpad for bright futures, regardless of socioeconomic status.

Strengths

IDEA is achieving it's mission of college for all in serving a majority of economically disadvantaged students year after year. IDEA San Benito is able to retain highly qualified teachers to impact the success of preparing our scholars for college.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	There is a need to increase new student persistence from 87% to 90% by beginning of next school year.	100% of new families are not being onboarded and invested in IDEA culture.
2 ★	There is a need to increase Average Daily Attendance from 95% to 96%.	ADA data is not shared with parents, which results in parents not being invested in our ADA goal. They also don't see the impact that not attending school regularly has on academic performance.

★ = Priority

Student Learning

Summary

3rd-5th Grade STAAR Scores:

Content	Approaches	Meets	Masters
3rd ELA	80	58	28
3rd Math	76	36	7
4th ELA	85	60	42
4th Math	75	52	27
5th ELA	80	61	30
5th Math	82	48	17
5th Science	70	29	14
Campus	78	49	

K-2nd Dibels:

Kinder-29% Mastery

1st-53% Mastery

2nd-49%

CSI Data for 3rd-5th:

Reading-40% met 2 years growth

Math-57% met 2 years growth

TELPAS:

34% met 1 composite level growth

Strengths

- Our students in 3rd and 4th have consistently shown growth from year to year on STAAR assessment
- CSI Reading and Math increased over 20 points from last year to almost meet goal.
- 4th grade ELA and Math scored at the top of the district for STAAR Scores
- Every content in 3rd-5th scored above the district average on STAAR

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	There is a need to increase the number of students meeting their 2 year growth in CSI for Reading.	Some students have done the same decoding curriculum for multiple years without substantial growth. Students are not invested in the goal like they are with other goals on campus.
2 ★	There is a need to decrease the number of Accelerated Learning students in 4th and 5th grade Reading and Math.	Students are not being prioritized due to behavior or other issues that are keeping students from closing any achievement gaps in reading and math. Teachers are not building the relationships and partnerships with students and parents to build a system of support for these students.
3 ★	There is a need to increase the percent of students meeting growth goal in Dibels in Kinder from 29% to 70%.	One teacher held this goal and wasn't able to prioritize individualizing the specific needs of each student. Data was not used from MOY benchmark to create an intentional plan to target the skills students needed to learn before EOY testing.

★ = Priority

School Processes & Programs

Summary

Our scholars in Kinder-2nd grade use Reading Mastery (Direct Instruction) for Reading, along with Wit and Wisdom for ELA, and Eureka for Math. Scholars in 3rd-5th use Wit and Wisdom for ELA, Being a Writer for writing, and Eureka for Math. Communication with parents is done through Class Dojo, Facebook, and Remind on a daily and weekly basis to share important information about what is happening at our campus.

Strengths

We were able to provide our scholars with 21st century programming afterschool to allow them to participate in extra curricular activities like sports, Lego club, and homework help. We had an Academy Cheer team that was able to compete at various competitions in the valley. Our 3rd-5th grade scholars had 1-1 technology in the classrooms.

IDEA retains an average of 84% of students year over year.

IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college."

IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards."

IDEA students rate IDEA as 4/6/5 on the statement "My teachers challenge me to do my best."

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	There is a need to increase parental involvement opportunities for parents on our campus.	We don't have any structured programs or activities that allow parents to be involved or participate at our campus aside from parent volunteers. We don't emphasize how their involvement can impact academic success and overall pride at our school.
2	There is a need to increase our enrollment in kinder from 80 students to 120 students for 25-26 school year.	We don't communicate or advertise the great successes of our school as much as we should to get the word out about the amazing things our campus can offer new families. We don't utilize our teachers enough in selling our campus to potential families.
3 ★	There is a need to increase the percent of staff that feel IDEA is a mentally and emotionally healthy place to work from 56% to 70%.	Teachers feel like they have too many priorities to tackle during the day along with the pressure to meet all the goals IDEA sets.

★ = Priority

Perceptions

Summary

90% of staff at IDEA Academy San Benito feel overall that IDEA is a great place to work. 92% of staff feel like IDEA operates physically safe campuses and offices. 94% of are proud of what we accomplish at IDEA.

48% of 3rd-5th graders are excited to come to school and only 74% of 3rd-5th graders feel like staff at our campus care about them.

Strengths

- 100% of staff would recommend their manager to an IDEA employee.
- 100% of staff believe IDEA offers professional development, training, and/or feedback that helps me grow professionally.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	There is a need to increase the percent of staff who feel that IDEA encourages a work life balance from 73% to 80%.	Teachers are asked to complete many task throughout the day, including lesson plans, update trackers, make parent phone calls, or do morning or afternoon duty. Lesson plans and grades are sometimes being done at home because there isn't enough time during conference due to meetings or trainings.
2 ★	There is a need to increase the percent of 3rd-5th grade students that are excited to come to school from 48% to 75%.	Teachers are not prioritizing building relationships with the students that need it the most support to invest them in their learning.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	There is a need to increase new student persistence from 87% to 90% by beginning of next school year.	100% of new families are not being onboarded and invested in IDEA culture.
2 ★	There is a need to increase Average Daily Attendance from 95% to 96%.	ADA data is not shared with parents, which results in parents not being invested in our ADA goal. They also don't see the impact that not attending school regularly has on academic performance.
3 ★	There is a need to decrease the number of Accelerated Learning students in 4th and 5th grade Reading and Math.	Students are not being prioritized due to behavior or other issues that are keeping students from closing any achievement gaps in reading and math. Teachers are not building the relationships and partnerships with students and parents to build a system of support for these students.
4 ★	There is a need to increase the percent of 3rd-5th grade students that are excited to come to school from 48% to 75%.	Teachers are not prioritizing building relationships with the students that need it the most support to invest them in their learning.
5 ★	There is a need to increase the percent of staff that feel IDEA is a mentally and emotionally healthy place to work from 56% to 70%.	Teachers feel like they have too many priorities to tackle during the day along with the pressure to meet all the goals IDEA sets.
6 ★	There is a need to increase the percent of students meeting growth goal in Dibels in Kinder from 29% to 70%.	One teacher held this goal and wasn't able to prioritize individualizing the specific needs of each student. Data was not used from MOY benchmark to create an intentional plan to target the skills students needed to learn before EOY testing.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Local benchmark or common assessments data**
- [x] **State-developed online interim assessments**

Student Data: Student Groups

- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**

Employee Data

- [x] **Staff surveys and/or other feedback**

Parent/Community Data

☑ **Parent surveys and/or other feedback**

Goals

Goal 1 Increase Achievement on STAAR

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

50% of students in 3rd-5th will achieve Meets on Math STAAR Assessment at EOY.

Evaluation Data Source: Assessments, Semester, and Mock Exams

Strategy 1

Hold Biweekly MTSS meetings with Grade Teams to identify priority scholars and identify next steps.

Strategy's Expected Result/Impact: Students will be able to increase their academic performance in math in 3rd-5th.

Staff Responsible for Monitoring: APIs and Grade Team Leaders

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Use Locus dashboard to track district assessments, semester exam, and mock exams to prioritize scholars of concern.

Strategy's Expected Result/Impact: Provide support to the scholars in most need to improve academic results

Staff Responsible for Monitoring: Teachers and APIs

TEA Priorities: Build a foundation of reading and math

Formative Reviews

	November	March	July
Some Progress			

Strategy 3

Provide feedback and coaching through lesson plan feedback and lesson rehearsals.

Strategy's Expected Result/Impact: Teachers will be able to improve their instructional delivery to have a strong first instruction.

Staff Responsible for Monitoring: APIs and Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase Student Achievement Score from 52 to 55 on Reading, Math, Science STAAR assessment by end of year.

Evaluation Data Source: Assessments, Semester, and Mock Exams

Strategy 1

Monitor and track the number of students meeting approaches on daily exit tickets and assessments.

Strategy's Expected Result/Impact: Reduce the number of students needing HB1416 hours by having more students meet approaches on STAAR.

Staff Responsible for Monitoring: Teachers and APIs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Hold monthly content meetings for Math and Reading to share best practices in increasing approaches data.

Strategy's Expected Result/Impact: Teachers will be able to align the strategies being used to increase students meeting approaches.

Staff Responsible for Monitoring: API and Content Leader, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3 ☑ HB3 Goal

Sped students will receive an SAS of 23 or higher on Math and Reading STAAR by end of year.

Evaluation Data Source: Assessments, Semester, and Mock Exams

Strategy 1

Assess academic achievement for sped scholars in 3rd-5th in Domains 1-3 on Locus Dashboard

Strategy's Expected Result/Impact: Increase academic achievement by providing support to students in need.

Staff Responsible for Monitoring: Sped Teachers and APIs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Provide tutoring for students that need to meet their required HB1416 minutes in reading and math.

Strategy's Expected Result/Impact: Students will get approaches on STAAR assessment at EOY.

Staff Responsible for Monitoring: Teachers and API

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Goal 2 Increase Dibels Growth in Kinder-2nd

Performance Objective 1 ☑ High Priority

70% of Students in Kinder-2nd will meet their Dibels goal by the end of the school year.

Evaluation Data Source: Progress Monitoring Checks

Strategy 1

Invest parents in our Dibels goal by holding Quarterly parent nights to learn how to support scholars at home.

Strategy's Expected Result/Impact: Parents will be able to support their scholars at home by practicing some of the skills they are learning in class.

Staff Responsible for Monitoring: APIs and Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Monitor Dibels progress monitoring through student and teacher trackers to track toward EOY goal.

Strategy's Expected Result/Impact: Teachers will be able to prioritize the students that need the most support to offer intervention.

Staff Responsible for Monitoring: Teachers and APIs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November March July

Performance Objective 2 ☑ High Priority

Kinder will increase from 29% meeting growth on Dibels to 50% meeting growth by end of year.

Evaluation Data Source: Progress Monitoring

Strategy 1

Provide professional development to teachers in how to invest parents in our Dibels goal.

Strategy's Expected Result/Impact: Raise awareness of parents of what our Dibels goal is and how they can help at home.

Staff Responsible for Monitoring: API and Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November March July

Strategy 2

Track the progress of students after progress monitoring to identify scholars of concern.

Strategy's Expected Result/Impact: Provide additional intervention to priority students.

Staff Responsible for Monitoring: Teachers and API

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November March July

Goal 3 Increase Student Survey Results

Performance Objective 1 ☑ High Priority

70% of students will enjoy coming to school as shown on the Spring Student Survey in 3rd-5th.

Evaluation Data Source: Student Survey in Fall and Spring

Strategy 1

Use PBIS consistently to reward students for positive behaviors tied to our Core Values.

Strategy's Expected Result/Impact: Students will be excited to come to school to receive points.

Staff Responsible for Monitoring: Teachers, API, Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Have Quarterly PBIS Dragon Bucks Stores and Raffles to reward scholars for positive behaviors.

Strategy's Expected Result/Impact: Students will enjoy coming to school.

Staff Responsible for Monitoring: APIs and Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2

90% of Students will feel like their teachers care about them as reflected on the Spring Student Survey in

3rd-5th.

Evaluation Data Source: Student Survey quarterly and Spring

Strategy 1

Teachers will hold weekly team building activities with homeroom classes to build relationships with students.

Strategy's Expected Result/Impact: Teachers will get to know their students and students will feel cared for.

Staff Responsible for Monitoring: Teachers, API

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Provide teachers with Professional Development on building relationships with students.

Strategy's Expected Result/Impact: Students will feel cared for and want to persist at our campus from year to year.

Staff Responsible for Monitoring: Principal and APIs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Strategy 3

Recruit and hire highly effective teachers that care about their students.

Strategy's Expected Result/Impact: Students will feel supported and cared for by their teachers to want to stay at our campus.

Staff Responsible for Monitoring: Principal and APIs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3

100% of teachers will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar.

Evaluation Data Source: District Tracker

Strategy 1

Train and create a schedule for teachers to complete Anti-Bullying and Safer, Smarter School Curriculum by the deadline.

Strategy's Expected Result/Impact: Discipline issues involving bullying will be reduced by the end of the school year.

Staff Responsible for Monitoring: School Counselor and APIs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Accomplished

November **March** **July**

Goal 4 Increase Average Daily Attendance

Performance Objective 1 ☑ High Priority

Kinder will increase ADA from 93.41% to 94.5% by end of the year.

Evaluation Data Source: Daily ADA Reports

Strategy 1

Share data weekly with parents to increase awareness of ADA data for our campus.

Strategy's Expected Result/Impact: Inform parents of our data and the impact on academic achievement if they don't attend school daily.

Staff Responsible for Monitoring: APO, APIs, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Track the absences of our chronically absent students to collaborate with parents about the importance of attendance.

Strategy's Expected Result/Impact: Decrease the number of chronically absent students.

Staff Responsible for Monitoring: APO, APIs, Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2

Kinder-2nd will increase ADA from 93.9% to 95% by the end of the year.

Evaluation Data Source: Daily ADA Reports

Strategy 1

Hold Daily ADA huddles with Lead Team to track the ADA of each grade level.

Strategy's Expected Result/Impact: Increase ADA in K-2 by 2% points.

Staff Responsible for Monitoring: Lead Team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 3

100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200

Evaluation Data Source: Locus Dashboard

Strategy 1

Track MVPA minutes weekly and share out report to scholar and parents.

Strategy's Expected Result/Impact: Increase the investment and motivation in meeting the end of year goal for PE.

Staff Responsible for Monitoring: PE Coaches and Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Goal 5 Increase Overall Student Persistence

Performance Objective 1 ☑ High Priority

Overall Student Persistence in Kinder-5th will increase from 87.6% to 88.5% by beginning of 26-27 school year.

Evaluation Data Source: Persistence tracker; Power BI

Strategy 1

Increase family engagement events to involve our families each month.

Strategy's Expected Result/Impact: Increase the number of students staying at our campus year after year.

Staff Responsible for Monitoring: Counselor, APIs, Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2 ☑ High Priority

Increase New Student Persistence from 82.05% to 85% by beginning of 26-27 school year.

Evaluation Data Source: Persistence tracker; Power BI

Strategy 1

Implement lunch bunch days with NTI students once a week with leaders.

Strategy's Expected Result/Impact: Build relationships with students to build their investment in our schools.

Staff Responsible for Monitoring: Teachers, APIs, Lead Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November | March | July

Strategy 2

Assign a buddy to NTI students so they feel like they have someone to connect with.

Strategy's Expected Result/Impact: Students feel like they have a friend and enjoy coming to school.

Staff Responsible for Monitoring: Counselors, APIs, Teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November | March | July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALEJANDRA PEREZ	COTEACHER	School-wide Program	1
AMANDA Rut PERALEZ	COTEACHER	School-wide Program	1
ANYSSA Lauren VASQUEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
GABRIELLE ANGELIQUE MORALES	COTEACHER	School-wide Program	1
LETICIA G DE LOS SANTOS	TEACHER - INTERVENTIONIST	School-wide Program	1
MICHELLE LEE PUENTE	COTEACHER	School-wide Program	1
TABITHA MASCORRO	COTEACHER	School-wide Program	1
WOSVALDO SALAZAR	COTEACHER	School-wide Program	1
YVONNE M QUINTANILLA	COTEACHER	School-wide Program	1

IDEA Public Schools

San Benito College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:36 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 10

Perceptions 13

Priority Problem Statements 15

Data Documentation for CNA 18

Improvement Planning Data 19

Accountability Data 19

Student Data: Assessments 19

Student Data: Student Groups 20

Student Data: Behavior and Other Indicators 20

Employee Data 21

Parent/Community Data 21

Support Systems and Other Data 21

Goals 22

Goal 1 : Increase staff retention 23

Goal 2 : All IDEA students matriculate to college 26

Goal 3 : IDEA achieves an A rating 29

Goal 4 : Increase student daily attendance 34

Goal 5 : Increase student persistence 35

Title I Summary 37

Title I Personnel 38

Comprehensive Needs Assessment

Demographics

Summary

Our campus serves students in San Benito, Harlingen and surrounding areas. 100% of our students graduated from high school in 2023 and 93% earned CCMR points. Below is our Demographic breakdown:

% Average Daily Attendance	**95.7**
% Overall Persistence	95.9 not final
% New Student Persistence	83
# of Admin Withdrawals/ Level 3 Offenses	0
% SPED	8%
% ELL	31.7%
% Eco Dis	81.59%
% Migrant	0.13%
% Race: American-Indian-Alaska-Native	0%
% Asian	0.91%
% Hispanic	95.4%
% Multi	0
% Black-African-American	0.38%
% Native-Hawaiian-Pacific-Islander	0
% White	3.65%
% Male	49.23%
% Female	50.77%

See PDF addendum for more information

Strengths

1. On track to meet student persistence goal (currently at 95%)
2. Supporting 80% economically disadvantaged students
3. ADA growth. Ended year at 95.7%

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Our campus did not meet attendance target	Lack of a consistent response to poor attendance
2 ★	Students and parents don't feel safe at our campus	Students and parents are unaware of our safety measures, systems and protocols
3 ★	Students leave our campus to attend magnet and traditional campuses	Students state that lack of clubs and activities are reasons they wish to attend traditional campuses with more offerings

★ = Priority

Student Learning

Summary

Our campus has not received official state results yet. Last year, we earned a 92. We also met our targets for TELPAS, Special Education and Economically Disadvantaged students. In addition, we earned the status of AR Honor Roll School and iLearning Honor Roll School. Also, our CTE certifications continue to increase. Areas for improvement are in students earning CCMR points, students being TSI exempt and more students passing AP exams

See PDF in Addendum for more information.

Strengths

- 100% graduation rates
- 100% matriculation
- On Track to graduate rate for 6-12 is 96%
- Mock data prediction: 90
- EOC exams:
    - Algebra I: 87/71/40
    - Biology: 92/66/21
    - English I: 90/78/24
    - English II:83/70/11
- Strong data tracking systems for students and teachers
- Two full CTE programs available to scholars (Biomedical and Computer Science)
- Growth of EL students in TELPAS
- AR honor roll school
- iLearning honor roll school
- Growth from Mock exams to EOC
- 6 TIA recognized teachers

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	CTE pathway completion decreased	Students lose investment and interest in the long-term CTE programs to receive certifications
2 ★	The percent of seniors earning CCMR points has decreased over the past year.	Our campus relied solely on TSI to earn these points instead of AP opportunities
3 ★	Math 8-12 did not have consistent strategies and common processes to build knowledge and capacity among students	Our campus does not follow a vertically aligned math curriculum

★ = Priority

School Processes & Programs

Summary

Our campus systems have become stronger and more efficient over the past three years. Our API's manage consistent coaching loads of 12 to 14 teachers. . Our professional development sessions have focused on TEKS instruction and intervention strategies for struggling learners. Culture was also an area of focus for our campus. Systems such as culture rounds, instructional rounds and team meetings have yielded positive results and have improved our systems and procedures. Areas that still need improvement are: AP, Special Education and EB

Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA reatins an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA’s individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	EL growth was stagnant in 2024	Teachers did not receive the appropriate training and strategies in a timely manner
2 ★	Our students in Special Education are not making progress on their state and national assessments	General education teachers need knowledge pf students' needs and training on accommodations
3	AP Scholar goal was below 30% target	Our campus did not use strategic planning with the scholars across all grade levels to meet the goal.
4	Technology was not 1 to 1 in all grade levels	Our campus did not have enough technology available for one to one distribution at the beginning of the year.

★ = Priority

Perceptions

Summary

Our high school graduation rate is 100%, and for the past 12 years, IDEA College Prep San Benito has matriculated 100% of our graduates to college. We did not met our student persistence goal of 90%, nor did we meet our new student persistence goal. Families have shared that they leave our campus because students want a more traditional school experience such as sports, clubs and different career pathways.

Principal Listening Tour Trends:

- Positive trends: Team and Family, celebrating one another and colleagues care about students
- Opportunities for improvement: staff accountability for expectations and consistent support for all teachers
- Staff have a misunderstanding about what is in their control, what is in the campus control and what is the district and HQ control

Staff Experience Surveys

- Top response: My work is meaningful
- Lowest response: IDEA is an emotionally safe place to work

Staff Retention:

On track to meet our staff retention goal.

Strengths

Stakeholder relationships between teacher, student, coaches, and parents.
Engagement activities such as pep rallies, festivals, and ceremonies.
Positive adult culture and camaraderie.

Our staff members feel connected to one another, they operate as teams and they find their work meaningful.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Our campus did not meet student persistence target	Our recruitment messages and onboarding do not provide important campus information to new families
2 ★	Our campus did not meet staff survey goal of 80% strongly agree that IDEA is a great place to work	Our staff members do not feel that our campus is emotionally safe place to work
3 ★	Our campus did not meet our staff retention goal	Staff members do not feel they are recognized or supported

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students and parents don't feel safe at our campus	Students and parents are unaware of our safety measures, systems and protocols
2 ★	Our campus did not meet attendance target	Lack of a consistent response to poor attendance
3 ★	The percent of seniors earning CCMR points has decreased over the past year.	Our campus relied solely on TSI to earn these points instead of AP opportunities
4 ★	EL growth was stagnant in 2024	Teachers did not receive the appropriate training and strategies in a timely manner
5 ★	Our campus did not meet student persistence target	Our recruitment messages and onboarding do not provide important campus information to new families
6 ★	Our campus did not meet staff survey goal of 80% strongly agree that IDEA is a great place to work	Our staff members do not feel that our campus is emotionally safe place to work

7 ★	Students leave our campus to attend magnet and traditional campuses	Students state that lack of clubs and activities are reasons they wish to attend traditional campuses with more offerings
8 ★	CTE pathway completion decreased	Students lose investment and interest in the long-term CTE programs to receive certifications
9 ★	Math 8-12 did not have consistent strategies and common processes to build knowledge and capacity among students	Our campus does not follow a vertically aligned math curriculum
10 ★	Our students in Special Education are not making progress on their state and national assessments	General education teachers need knowledge pf students' needs and training on accommodations
11 ★	Our campus did not meet our staff retention goal	Staff members do not feel they are recognized or supported

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**

- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **Student failure and/or retention rates**
- [x] **Observation Survey results**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**
- [x] **Dual-credit and/or college prep course completion data**
- [x] **STEM and/or STEAM data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**

- [x] **Violence and/or violence prevention records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Increase staff retention

Performance Objective 1 ☑ High Priority

Retain 85% of our campus staff by the end of the 2025-26 school year

Evaluation Data Source: Evaluation sources: 2x2's, mid-year staff survey and GPTW survey

Strategy 1

Ensure manager have consistent check-ins with their direct reports.

Strategy's Expected Result/Impact: Teachers feel supported and valued.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Accomplished

November	March	July

Strategy 2

Provide consistent and clear communication regarding campus activities such as testing, events, changes to schedule, parent concerns and celebrations.

Strategy's Expected Result/Impact: Teachers know ahead of time what is going on at campus and feel empowered, hence a positive school climate

Staff Responsible for Monitoring: Campus Lead Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November	March	July

Strategy 3

Ensure all staff are treated professionally, fairly and in a repectful manner.

Strategy's Expected Result/Impact: Staff will feel respected and valued.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Performance Objective 2 ☑ High Priority

On annual employee expereience survey 80% of employees affirm the statement, " All things considered; IDEA Public Schools is a great organization to work for."

Evaluation Data Source: Annual IDEA survey data, 2x2's, pulse checks, check-ins

Strategy 1

Teachers will feel supported by having an assistant principal in their hallway as per staff recommendation from principal listening tour.

Strategy's Expected Result/Impact: Teachers will feel their opinion matters

Staff Responsible for Monitoring: Principal and Assistant Principals

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Managers celebrate teachers through praise, shout outs and support

Strategy's Expected Result/Impact: Teachers and staff members feel supported and appreciated

Staff Responsible for Monitoring: all managers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November March July

Strategy 3

Survey teachers and gather input on how to make our campus an emotionally safe place

Strategy's Expected Result/Impact: Clear understanding of teachers' perspective

Staff Responsible for Monitoring: Lead team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November March July

Strategy 4

Principal will partner with Human Assets Team to recruit highly effective teachers through recruitment events and ongoing communication.

Strategy's Expected Result/Impact: Campus will attract, hire, onboard and retain highly effective teachers.

Staff Responsible for Monitoring: Principal, lead team and Human Assets Partner

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November March July

Goal 2 All IDEA students matriculate to college

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Improve TSI testing exemptions to 100% by 11th grade.

Evaluation Data Source: Acceptance letters, awarded financial aid award letters, College orientation dates, college schedules

Strategy 1

Strengthen our financial aid support systems

Strategy's Expected Result/Impact: Families will feel confident and comfortable becasue their children will have financial means to attend college.

Staff Responsible for Monitoring: College counselors and principal

Funding Sources: College Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Create a strong communication system for parents of seniors to keep them updated on college application and acceptance process.

Strategy's Expected Result/Impact: Parents will be knowledgeable and supportive throughout college application process.

Staff Responsible for Monitoring: College counselors and principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase ACT and TSI scores for class of 2026 which will lead to more college acceptances and more scholarships.

Evaluation Data Source: Mock ACT scores and ACT scores, TSI tutorials and mock testing

Strategy 1

Implement a stronger system to improve ACT scores in RTTC course using test taking skills.

Strategy's Expected Result/Impact: Higher ACT scores will lead to students getting accepted to more T1/T2 colleges as well as more scholarships and aid.

Staff Responsible for Monitoring: College counselors, ACT teacher and principal

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Increase student practice time on ACT questions through rotations with content teachers so they embed in their Do Nows

Strategy's Expected Result/Impact: Students will practice and improve content skills needed to improve their ACT scores

Staff Responsible for Monitoring: Content teachers, RTTC teachers and College Counselors

Funding Sources: College Counselor

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 3 ☑ High Priority

50% of 12th graders admitted to a Tier 1 or Tier 2 college by June 30, 2025

Evaluation Data Source: Counselor trackers of college acceptances

Goal 3 IDEA achieves an A rating

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase our Meets and masters in Reading to achieve a SAS of 60 and an overall SAS of 55 in math

Evaluation Data Source: Interim assessments, Mock exams and STAAR/EOC scores

Strategy 1

Identify students who failed STAAR reading and place them in appropriate intervention and track their progress.

Strategy's Expected Result/Impact: Struggling students will have a solid instructional support system to close their academic gaps

Staff Responsible for Monitoring: Teachers and API's

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Considerable Progress			

Strategy 2

Provide training and TEKS aligned instructional resources to teachers

Strategy's Expected Result/Impact: Teachers will better prepare students for STAAR/EOC exams because students will have multiple opportunities to practice and demonstrate mastery of TEKS

Staff Responsible for Monitoring: Teachers and API's

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November March July

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase STAAR performance and growth for all special population students in Reading and Math

Evaluation Data Source: Interim assessment data, exit tickets, Mock exams and STAAR/EOC scores

Strategy 1

Track data for sub-populations and special education students to provide targeted interventions in domains 1-3 through the Locus dashboard.

Strategy's Expected Result/Impact: All students including sub-populations and special education students will increase scores

Staff Responsible for Monitoring: Teachers and API's

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November March July

Strategy 2

Provide strategic tutoring for special education, EB students and HB4545 students to push from meets to masters in Reading and Math

Strategy's Expected Result/Impact: Students will improve their Reading and Math skills and will achieve higher assessment scores

Staff Responsible for Monitoring: Teachers and API's

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November March July

Strategy 3

Train parents on reading and math strategies that will help scholars practice skills at home

Strategy's Expected Result/Impact: Parents will be invested in their children's academic growth and development

Staff Responsible for Monitoring: API's and math and reading teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November **March** **July**

Strategy 4

Students requiring accelerated learning support will receive the proper time and aligned resources to master content.

Strategy's Expected Result/Impact: Students will meet their hourly requirements by deadline. Student growth and mastery on STAAR/EOC exams.

Staff Responsible for Monitoring: Teachers and API's and accelerated learning point person

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

50% of EL/EB students will make 1 level composite growth in TELPAS

Evaluation Data Source: TELPAS Mock scores and TELPAS exam

Strategy 1

EL/EB students will practice speaking skills during RTTC lessons, making speeches and recording themselves prior to exam

Strategy's Expected Result/Impact: EL/EB students will practice speaking and feel confident prior to TELPAS

Staff Responsible for Monitoring: RTTC teachers, API's, and principal

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

Formative Reviews

Some Progress

November | March | July

Strategy 2

EL/EB students will practice writing skills across curriculum and receive feedback to improve their writing

Strategy's Expected Result/Impact: EL/EB students will write well-developed, strongly organized essays in all content areas

Staff Responsible for Monitoring: Teachers and API's

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November | March | July

Performance Objective 4 ☑ High Priority

Increase Science Scores to have a SAS of 60

Evaluation Data Source: Data trackers, mock tests,

Strategy 1

Increase number of AP courses offered so students pass at least 1 before graduation

Strategy's Expected Result/Impact: Increased number of students pass at least 1 AP exam which will qualify as a CCMR point

Staff Responsible for Monitoring: AP Coordinator and College Counselors

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November March July

Strategy 2

Provide TSI preparation for students and track their progress

Strategy's Expected Result/Impact: Students will pass TSI and earn a CCMR point

Staff Responsible for Monitoring: College Counselors

Formative Reviews

Some Progress

November March July

Strategy 3

Increase the number of students earning Industry Based Certifications (IBC's) through our CTE program

Strategy's Expected Result/Impact: More students will earn IBC's which will help our CCMR points

Staff Responsible for Monitoring: CTE teachers and college counselors

TEA Priorities: Connect high school to career and college

Formative Reviews

Moderate Progress

November March July

Goal 4 Increase student daily attendance

Performance Objective 1 ☑ High Priority

Average daily attendance will increase from 95.0% to 97% for the 2025-2026 school year

Evaluation Data Source: Daily attendance and escalation matrix

Strategy 1

Daily call center team will contact absent students and document and track absences

Strategy's Expected Result/Impact: Fewer students will be absent because parents will feel school cares about their child

Staff Responsible for Monitoring: APO, SIS and teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 2

Pro-active attendance incentives will encourage students to attend school daily

Strategy's Expected Result/Impact: Improved attendance rates

Staff Responsible for Monitoring: APO and Grade Level Leaders

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Goal 5 Increase student persistence

Performance Objective 1 ☑ High Priority

Students will be engaged and invested in our campus by being in a sport, club or any other academic extra curriculur activity.

Evaluation Data Source: Student withdrawals and exit ticket surveys

Strategy 1

Persistence Pow wow and mission list will be used to identify and intervene with persistence concerns.

Strategy's Expected Result/Impact: Students of concern will be flagged so that we can contact families

Staff Responsible for Monitoring: School counselor, APO and teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 2

Increase opportunities for students to join clubs and activities

Strategy's Expected Result/Impact: Students will feel a sense of belonging and will persist at school

Staff Responsible for Monitoring: Club sponsors and principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 2 ☑ High Priority

Increase new student persistence from 80% to 90%

Evaluation Data Source: Student withdrawals and exit ticket surveys

Strategy 1

Each new IDEA family will receive a phone call from their homeroom teacher welcoming them and sharing communication tools with them

Strategy's Expected Result/Impact: New families will feel connected and know who to call for assistance

Staff Responsible for Monitoring: School counselor and teachers

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 2

Families will receive invitations and outreach to attend family engagement events from GLL's

Strategy's Expected Result/Impact: Families will feel welcome and informed

Staff Responsible for Monitoring: GLL's

Formative Reviews

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ANNA KAREN ARENAS	TEACHER - INTERVENTIONIST	School-wide Program	1
DHARTI RAMA	TEACHER - INTERVENTIONIST	School-wide Program	1
VALERIA YERALDIN GARZA MOLANO	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools



San Juan Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:28 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 10

Perceptions 13

Priority Problem Statements 16

Goals 19

Goal 1 : Increase performance on STAAR 20

Goal 2 : Decrease chronic absenteeism 22

Goal 3 : Increase student culture and engagement 23

Goal 4 : Implementation of MTSS 24

Goal 5 : Increase K-2 literacy 25

Title I Summary 26

Title I Personnel 27

Comprehensive Needs Assessment

Demographics

Summary

Our school proudly serves a diverse student body, with a remarkable 96.9% of our students identifying as part of a minority group. This rich tapestry of cultural backgrounds enhances our learning environment, fostering a community where diverse perspectives are valued and celebrated.

A significant portion of our student population, 96.2%, identifies as Hispanic or Latino. This demographic plays a vital role in shaping our school's culture and community, bringing unique traditions, languages, and experiences that enrich our educational programs and community events.

Our Asian or Asian/Pacific Islander students, who make up 0.4% of our enrollment, contribute to the multicultural fabric of our school. Their presence provides opportunities for cross-cultural learning and understanding, which are essential components of our educational mission.

The Black or African American student population, though small at 0.1%, is an integral part of our school community. We are committed to ensuring that their voices are heard and that their cultural heritage is recognized and respected within our school environment.

Additionally, 0.1% of our students identify as being of two or more races. This group embodies the growing diversity within our society, and we strive to support their unique identities by promoting an inclusive atmosphere where all students feel seen and valued.

At Idea Academy San Juan, we are committed to providing quality education to all our students, 91% of whom come from economically disadvantaged backgrounds. This statistic highlights the importance of our role in ensuring that every child has access to the resources and support they need to succeed academically and personally, regardless of their economic circumstances.

Our dedicated team consists of 34 full-time teachers who are all fully certified. This 100% certification rate is a testament to our commitment to maintaining high educational standards and ensuring that our students are taught by qualified professionals who are well-equipped to deliver effective instruction and support.

The student-teacher ratio at our school is 24:1, which allows for a more personalized learning experience. This ratio enables our teachers to give more individual attention to each student, fostering an environment where students can thrive and receive the guidance they need to reach their full potential.

We also have one full-time school counselor who plays a crucial role in supporting our students' emotional and social well-being. The counselor is an integral part of our educational team, providing essential services that help students navigate their academic journey and personal challenges, ensuring they have the support necessary to succeed in all aspects of their lives.

At Idea Academy San Juan, we have observed that 27% of our students have achieved proficiency or higher in math, while 46% have reached this level in reading. These figures highlight areas where we are succeeding and areas where we need to focus our efforts to improve student outcomes.

When compared to the district averages, our school has not performed as well, with district-wide proficiency levels at 42% for math and 56% for reading. This comparison indicates a need for targeted interventions and strategies to elevate our students' performance to meet or exceed district standards.

Furthermore, when we look at the state level, our students' performance in both math and reading falls short of the Texas averages, where 41% of students are proficient in math and 51% in reading. This underscores the importance of implementing effective instructional practices and support systems to bridge the gap and ensure our students are competitive at both the district and state levels.

Strengths

Our school boasts an average teacher experience that is 6.9 years higher than that of Idea Public Schools, which stands at 5.5 years.

This significant difference in experience underscores our commitment to providing students with seasoned educators who bring a wealth of knowledge and expertise to the classroom. Experienced teachers are better equipped to handle diverse classroom situations, implement effective teaching strategies, and mentor newer teachers, all of which contribute to a richer learning environment for our students.

Furthermore, our four-year graduation rate at Idea Public Schools is an impressive 96.3%, which is notably higher than the statewide average of 90.3%. This achievement reflects our dedication to ensuring that students not only complete their education but do so successfully and on time. Our focus on academic excellence, coupled with strong support systems, helps students stay on track and reach their educational goals, preparing them for future endeavors in higher education or the workforce.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	The comprehensive needs of students are not being met.	Lacking opportunities to build a home/school/ community connection.
2 ★	Lack of targeted outreach.	Poor tracking system around communication and engagement.

★ = Priority

Student Learning

Summary

In the 2023–24 STAAR assessments, IDEA Academy San Juan demonstrated steady academic performance with some improvements over the prior year. Overall, 72% of students achieved the “Approaches Grade Level or Above” standard across all grades and subjects, a 5-point increase from 2023. At the “Meets Grade Level or Above” level, 41% of students met the benchmark, up from 38% the previous year. The percentage of students reaching the highest level, “Masters Grade Level,” slightly declined to 15% from 16%. Notable gains were observed in Grade 3 math (84% at Approaches, up from 62%) and Grade 4 reading (76% at Approaches, up from 65%). However, challenges remain in Grade 5 math and science, where only 22% and 36% of students met the grade level, respectively. The data highlights both positive growth and areas needing targeted support.

Strengths

- IASJ RLA perfomance across 3-5 for Mock exams were all less than 10 SA points away from target, and showed growth from midyear benchmarks to eoy benchmarks for EB and SPED.
- IASJ growth for internal assessments at 75% (B) for math and 95% (A) for RLA
- IASJ at 86% mastery for K-2 grade levels in Reading for Direct Instruction Curriculum.
- IASJ STAAR tested Science (5th) performed the highest on Mock benchmark at a 59 SA.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Mastery levels in Math are low across grades 3-5	Lack time in schedule/operating mechanisms to address foundational gaps in vertical alignment.
2 ★	Students are lacking basic foundational skills in Reading and Math.	Tier 1 instruction lacks scaffolding up and down.

★ = Priority

School Processes & Programs

Summary

Idea Academy San Juan develops instructional team members (teachers) and leaders through District led PD offerings (CC) and time to unpack and co=plan alongside our teachers using district aligned resources. We integrate the best practices in the GET rubric with tight timelines to coach teachers to proficiency in all GET rows by January. Classrooms of priority are observed often and leaders co-plan and rehearse for a strong first teach.

Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 15 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provides targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 4 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average

- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA’s individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow through also provide a supportive environment where employees have clear expectations for performance.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Teachers are not celebrated or provided adequate opportunity for individualized professional development or exemplar teacher observations.	Existing professional development opportunities are "one size fits all", and do not differentiate.
2 ★	Curriculum requires extensive customizations to meet the needs of all learners.	Curriculum assumes on grade level students with minimal guidance on scaffolding.

★ = Priority

Perceptions

Summary

At IDEA Academy San Juan, 94 families completed the Family Survey and 200 students completed the student survey during Spring 2025. The data from both surveys showed strong satisfaction across key areas, with improved perceptions of safety since Fall 2024. Students reported feeling challenged, supported, and safe at school.

At IDEA Academy San Juan, 26 staff members completed the 2024-2025 AEES Survey. Results show a generally positive employee sentiment, with 73% saying it's a great place to work. Staff report strong collaboration, meaningful work, and opportunities for professional growth.

Overall, surveys revealed strong satisfaction among families, students, and staff, with high marks for safety, support, collaboration, and meaningful work at IDEA Academy San Juan

Strengths

The **Spring 2025 Family Survey,** data reflected strong satisfaction across key areas, including:

- **Academics (90%)**
- **School Experience (86.7%)**
- **Support and Information (83.6%)**
- **Extracurricular Activities (67%)**
- **Safety (83.2%)**
- **Healthy Kids Here (80%)**
- **Persistence and Satisfaction (90%)**

Results indicated a positive increase in the area of **Safety** from Fall 2024 to Spring 2025.

In the **Spring 2025 Student Survey**, students reported strong ratings in the following areas:

- **School Experience**: 82% agreed that "My teachers challenge me to do my best," and 78% felt that "The staff at this school care about me."
- **Extracurricular Awareness**: 72% of students were aware of at least one extracurricular activity offered.
- **Safety**: 81% agreed that "I feel safe at school".

The **2024–2025 AESS survey** results indicate strong ratings in the following areas:

- Meaningful work (88%)
- PTO access (88%)
- Professional growth opportunities (77%)
- Physical safety (92%)
- Strong peer relationships and a sense of value and belonging (85%)

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Students, staff and parents lack the skills to address bullying concerns.	There is no system in place to identify and address bullying incidents.
2 ★	NO system of training and tracking patterns of bullying behavior is not in place. No anti-bullying committee.	NO training around this tactic or process.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The comprehensive needs of students are not being met.	Lacking opportunities to build a home/school/ community connection.
2 ★	Lack of targeted outreach.	Poor tracking system around communication and engagement.
3 ★	Mastery levels in Math are low across grades 3-5	Lack time in schedule/operating mechanisms to address foundational gaps in vertical alignment.
4 ★	Students are lacking basic foundational skills in Reading and Math.	Tier 1 instruction lacks scaffolding up and down.
5 ★	Teachers are not celebrated or provided adequate opportunity for individualized professional development or exemplar teacher observations.	Existing professional development opportunities are "one size fits all", and do not differentiate.
6 ★	Curriculum requires extensive customizations to meet the needs of all learners.	Curriculum assumes on grade level students with minimal guidance on scaffolding.

7 ★	Students, staff and parents lack the skills to address bullying concerns.	There is no system in place to identify and address bullying incidents.
8 ★	NO system of training and tracking patterns of bullying behavior is not in place. No anti-bullying committee.	NO training around this tactic or process.

★ = Priority

Goals

Goal 1 Increase performance on STAAR

Performance Objective 1 ☑ High Priority

75% of students hit STAAR Growth Measure in Math.

Evaluation Data Source: Assessment data

Strategy 1

Full coaching cycle including LOD and LOW.

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

November March July

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

75% of students hit STAAR Growth Measure in RLA.

Evaluation Data Source: Assessment Data

Strategy 1 ☑ Targeted Support Strategy

Full coaching Cycle - LOD and LOW

Strategy's Expected Result/Impact: Increase in student achievement

Staff Responsible for Monitoring: Susan Garza

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November March July

Performance Objective 3

49% of ALL students will reach MEETS Performance in RLA and Math STAAR.

Evaluation Data Source: Assessment data

Strategy 1

PD on STAAR level Rigor

Strategy's Expected Result/Impact: 100% rated proficient or better on Teach Boost in G1 & G3.

Staff Responsible for Monitoring: Aracely Villarreal, Susan Garza

Formative Reviews

November	March	July
Some Progress		

Goal 2 Decrease chronic absenteeism

Performance Objective 1 ☑ High Priority

Decrease chronic absenteeism by 1.5%

Evaluation Data Source: PowerSchool Reporting

Strategy 1

ADA huddles are held 100% of the time or rescheduled later in the day.

Strategy's Expected Result/Impact: Increase student achievement

Staff Responsible for Monitoring: Carlos Benavidez

Formative Reviews

✓ Accomplished

November	March	July

Performance Objective 2

MVPA goal met

Evaluation Data Source: MVPA data dashboard

Strategy 1

Full inventory of heart rate monitors at BOY.

Strategy's Expected Result/Impact: 100% participation in physical activity.

Staff Responsible for Monitoring: Ariel Rodriguez

Formative Reviews

✓ Accomplished

November	March	July

Goal 3 Increase student culture and engagement

Performance Objective 1 ☑ High Priority

Increase new student persistence data to 90%

Evaluation Data Source: Student Persistence

Strategy 1

100% implementation of Positive Behavior System baseline - 10 points per S per week

Strategy's Expected Result/Impact: Less tier 1/2

Staff Responsible for Monitoring: Aracely Villarreal

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2

85% of parental involvement in activities

Evaluation Data Source: Heat map

Strategy 1

1 parental involvement event each month at 75% grade level attendance

Strategy's Expected Result/Impact: Increase parent satisfaction

Staff Responsible for Monitoring: School counselor

Formative Reviews

Some Progress

November **March** **July**

Goal 4 Implementation of MTSS

Performance Objective 1

100% of staff attends MTSS professional development

Strategy 1

100% of GLLs implement MTSS meeting structures.

Staff Responsible for Monitoring: Principal / Grade level administration

Formative Reviews

November	March	July
Some Progress		

Strategy 2

100% of teachers will implement instructional supports to address Tier 2 and Tier 3 student groups (SPED/ HB1416

Strategy's Expected Result/Impact: Instructional supports become embedded into Tier 1 instruction rather than used as supplemental interventions by the end of Q2 (ongoing weekly planning and rehearsals).

Formative Reviews

November	March	July
Some Progress		

Goal 5 Increase K-2 literacy

Performance Objective 1 ☑ High Priority

Increase DIBELS growth by 25%

Evaluation Data Source: DIBELS

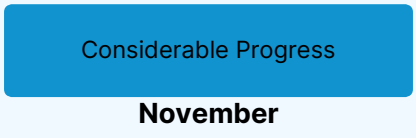
Strategy 1

API will rate lesson internalization of DIBELS intervention lesson internalization and independent practice

Strategy's Expected Result/Impact: Student independent practice aligned to DIBELS will lead to an increase in reading fluency.

Staff Responsible for Monitoring: Amanda Bercher

Formative Reviews



Performance Objective 2 ☑ High Priority

Decrease Well Below and Below Benchmark students by 25%

Evaluation Data Source: DIBELS

Strategy 1

Parent/Teacher partnership and collaboration on DIBELS knowledge and skills

Strategy's Expected Result/Impact: Parent knowledge of DIBELS assessment and skills will lead to a stronger partnership and support an increase in student scores at MOY and EOY assessments.

Staff Responsible for Monitoring: Amanda Bercher

Formative Reviews



Title I Summary

Title I Personnel

Name	Position	Program	FTE
KRYSTAL SALINAS	COTEACHER	School-wide Program	1
LINDA MENDOZA	TEACHER - INTERVENTIONIST	School-wide Program	1
MONIQUE L GONZALEZ	COTEACHER	School-wide Program	1
Vacant	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1
VANESSA ROSALES	COTEACHER	School-wide Program	1

IDEA Public Schools

San Juan College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:28 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Goals 16

Goal 1 : Increase Meets Performance in STAAR tested subjects 17

Goal 2 : Decrease Chronic Absenteeism at IDEA San Juan CP 20

Goal 3 : Increase Student Culture and Engagement 21

Goal 4 : Increase student opportunities for College Success 24

Goal 5 : Implement MTSS Framework with fidelity 27

Title I Summary 30

Title I Personnel 31

Comprehensive Needs Assessment

Demographics

Summary

IDEA College Preparatory San Juan, established in 2009, is a public charter school located in San Juan, Texas. Serving over 600 students in grades 6 through 12, the school draws learners from various surrounding communities. IDEA San Juan offers a range of special programs, including Career & Technology Engineering, Special Education services with both inclusion support and a self-contained unit (RISE), Emergent Bilingual programs, and a variety of athletic opportunities ranging from different disciplines.

Strengths

At IDEA College Preparatory San Juan, student success is at the heart of everything we do. Our campus celebrates diversity, with more than 85% of students overcoming economic disadvantages to thrive academically and personally. Despite these challenges, our commitment to excellence is reflected in our 100% senior graduation and post-secondary placement rate—whether in college, military service, or career pathways.

Student achievement is further highlighted by the class of 2025, where more than 400 applications were accepted, thanks to dedicated, individualized counseling and support services. Our inclusive after-school programs and athletic offerings ensure that every student finds a place to grow and excel.

Our campus has demonstrated a significant improvement in teacher retention, rising from 84% to an impressive 99%. This strong retention rate reflects a positive and supportive work environment, increased staff satisfaction, and continuity in instructional quality. Consistent staffing allows for stronger relationships with students and families, contributing to greater academic and social-emotional stability across the school community.

We believe that a student’s background should never define their future. Our diverse, mission-driven teaching staff reflects our student body and works tirelessly to deliver engaging, equitable instruction. Through a rigorous, new PTECH Program and STEM curriculum—including coding, 3D modeling, rocket building, and more—students are equipped with the skills and confidence to lead in a rapidly evolving world. At our core, we are driven by the unwavering belief that every student can and will succeed.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	There is a need for increasing the individualized support for our special populations.	There is limited staff trained to provide supports for students with high needs.
2 ★	Due to a high number of reported incidents, there is a need for targeted interventions, support systems, and preventative strategies.	Training for teachers is limited for dealing with students with mental health or behavioral issues.

★ = Priority

Student Learning

Summary

The recent Mock STAAR results reveal mixed performance across subjects. Reading/Language Arts (RLA) showed strong growth, with an overall increase of 11% from SE to ME, while both Emergent Bilingual (EB) and Special Education (SpEd) students demonstrated a 9% improvement. In contrast, Social Studies performance declined by 8% overall, with EB students decreasing by 11% and SpEd by 7%. Biology scores also saw a downward trend, with a 7% overall decrease; notably, EB students dropped by 10%, and SpEd students experienced a significant 36% decline.
On a more positive note, U.S. History emerged as the highest-scoring STAAR subject, coming very close to achieving the 90/60/30 performance targets. However, Math saw the steepest decline among tested areas, with an overall decrease of 12%; EB students fell by 14%, and SpEd students by 17%.
In terms of college and career readiness, the data is encouraging. The CCMR (College, Career, and Military Readiness) rate stands at 95%, and matriculation for the Class of 2024 has reached 100%. The TSI (Texas Success Initiative) completion rate is also strong at 92.5%. Advanced Placement (AP) participation is reported at 28%, while Critical Student Intervention (CSI) is at 59%.
On-Track to Graduate (OTG) indicators are also positive, with an overall rate of 98.61%. All grade levels except 9th are above the district average. Specifically, 9th grade is at 96.23%, 10th grade at 100%, 11th grade at 98.81%, and 12th grade at 100%.
Regarding English language proficiency, 35% of students either grew by one composite level or maintained an Advanced High (AH) rating on the TELPAS assessment. A total of 131 students met their required growth targets, and the campus successfully met accountability standards.

Strengths

Our students have demonstrated significant strengths across multiple areas of academic writing and analysis. They consistently excel in writing short constructed responses using the RACE strategy, clearly restating questions, providing direct and relevant answers, and supporting their thinking with accurate text evidence. While they are strong in these areas, we continue to work on strengthening their ability to thoroughly explain how their evidence connects back to the prompt. Students have also shown growth in writing Free Response Question (FRQ) #2 in AP Biology by effectively analyzing graphs and using statistical data to support their responses, highlighting their increasing ability to interpret and incorporate visual information into their writing. In FRQ Essay #3 in AP Spanish Literature, students have successfully applied the 2x2x2 strategy and accurately identified characteristics of historical eras based on their readings, demonstrating improved organization and content understanding. Additionally, students have strengthened their annotation strategies and met their matriculation goal, and they remain on track to achieve the 90/60/30 target on the STAAR EOC U.S. History exam. 50% of our students in our Critical Student Intervention classes are on track to meeting their 2 year growth goal.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Special population groups progressively score lower in courses with increased rigor.	Lack of frequent collaboration between the special education department and general education teachers to modify and accommodate content.
2 ★	In the past 2 years, IDEA San Juan CP has not had at least 30% of students meet AP Scholar status.	Less than 50% of students are designated as meeting grade level mastery according to the state end of year exam.

★ = Priority

School Processes & Programs

Summary

IDEA CPSJ has transitioned to a PTECH School and partnered with South Texas College to provide dual enrollment opportunities in hopes that students in the program will complete their core curriculum through the computer science program of study by the time they graduate. In addition to PTECH, we continue to provide strong CTE Courses in Engineering.
Our AP Program has grown to include 19 AP Courses, and our goal continues to focus on helping students prepare for college by ensuring all students are exposed to rigorous course work. We encourage productive struggle with our AP for All programing and support with both in person tutoring and software programs that are adaptive and specific to ensure success in the courses students are taking. We continue to offer a robust AP program, with over 30% of our students becoming AP Scholars by the end of their senior year.
We have a 1:1 technology with laptops and/or Chrome books, and in middle school each STAAR Teacher prepares students by utilizing screen to scratch strategies. We will continue to provide a technology program designed to provide college-level projects to our students in different paths, as well as access to Fine Arts.

Teachers are also given constant professional development both through our district trainings, course collaborations, and given resources and curriculum support from both our Academic Services Team and our Assistant Principals of Instruction who help with pedagogy and other in class support.

Strengths

We are able to provide several afterschool programs through our 21st century and PTECH Program. We were able to partner with Nerdvana to provide programing that supports both our computer science and engineering programs, as well as extra curricular activities.
On student surveys at the end of the year on the question "My teachers challenge me to do my best" - 85% of students responded favorably. In addition, Year over year we have maintained 84% of student persistence. ICPSJ retained over 90% of its teachers in the 24-25 school year as staff is committed to service the San Juan community through its student's education.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Campuses average daily attendance has been lower than 95% for the past 3 years.	Systems for tracking and impacting ADA have not been carried out with fidelity.
2 ★	ISJCP is expanding the course offerings and academic curriculum, but parents are not aware of these offerings. Area schools focus on early college and dual credit programs that appeal to parents.	Campus needs to provide additional outreach opportunities to students and parents regarding the benefits of the AP, PTECH and other CTE course opportunities and how they benefit students.

★ = Priority

Perceptions

Summary

At IDEA CP San Juan, we are proud to report a 0% dropout rate across all racial and ethnic groups — an achievement that is rare among schools in our district and neighboring communities. This outstanding result is largely due to our strong campus-wide systems and efforts to retain and graduate all students successfully.

We understand that mental well-being and access to support services are essential to student success. That's why we have a dedicated Student Success Advisor who meets with students both individually and in groups to provide consistent guidance. We also promote a peer mentor program to ensure students can access help from trusted peers who are trained to offer support. Our campus also implements restorative practices when handling behavioral concerns, aiming to address root causes and repair harm while still applying fair consequences through our student code of conduct.

Every year, our campus conducts surveys with students, parents, and staff to collect meaningful feedback on the quality of our programs, culture, and educator practices. Most of our teachers receive high satisfaction ratings, supported by both external surveys and our internal teacher evaluation system. Our campus is proud to have a significant number of Level 4 and Level 5 teachers, reflecting strong instructional effectiveness and commitment to growth.

Despite our success, we recognize that barriers still exist for many families when it comes to participating in surveys and campus activities. These include working long or multiple jobs, limited weekday availability, lack of internet access, and transportation challenges. We remain committed to addressing these barriers so that all families can stay connected and involved in their child's education.

Strengths

Based on the results from this year's Annual Staff Satisfaction Survey, IDEA College Preparatory San Juan continues to perform above the district average on many key indicators. The data reveals that staff members feel strongly about the positive environment on campus. Many shared that they view the school as an excellent place to work and take pride in the contributions they make each day. They believe their work is meaningful and makes a real difference in the lives of students and families.

Employees also reported feeling well-supported by their grade-level leaders and campus managers. These leaders are praised for being approachable, responsive, and timely when answering questions or addressing staff needs. Teachers shared that they receive helpful instructional feedback throughout the coaching process, which allows them to grow professionally while feeling encouraged and uplifted. A significant factor contributing to this satisfaction is the level of trust and comfort staff feel when it comes to discussing work-life balance — especially in being able to ask for time off when needed without fear of judgment.

Additionally, IDEA CP San Juan has developed a strong and effective peer mentorship program at the middle school level. This initiative allows students to build relationships, learn from one another, and develop leadership skills. Encouragingly, the campus is now exploring ways to extend this mentorship structure to the high school level, ensuring students across all grades benefit from peer connection, guidance, and support throughout their academic journey.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Parent attendance for events in grades 6-12 is low.	Many families work long or multiple jobs, making it difficult for them to participate in school surveys, attend meetings, or engage in school activities during standard hours
2 ★	Student feedback opportunities are few.	There is only 1 student organization that promotes feedback to leadership. ISJCP needs to open up lines of communication more systematically.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	There is a need for increasing the individualized support for our special populations.	There is limited staff trained to provide supports for students with high needs.
2 ★	Due to a high number of reported incidents, there is a need for targeted interventions, support systems, and preventative strategies.	Training for teachers is limited for dealing with students with mental health or behavioral issues.
3 ★	Special population groups progressively score lower in courses with increased rigor.	Lack of frequent collaboration between the special education department and general education teachers to modify and accommodate content.
4 ★	In the past 2 years, IDEA San Juan CP has not had at least 30% of students meet AP Scholar status.	Less than 50% of students are designated as meeting grade level mastery according to the state end of year exam.
5 ★	Campuses average daily attendance has been lower than 95% for the past 3 years.	Systems for tracking and impacting ADA have not been carried out with fidelity.
6 ★	ISJCP is expanding the course offerings and academic curriculum, but parents are not aware of these offerings. Area schools focus on early college and dual credit programs that appeal to parents.	Campus needs to provide additional outreach opportunities to students and parents regarding the benefits of the AP, PTECH and other CTE course opportunities and how they benefit students.

7 ★	Parent attendance for events in grades 6-12 is low.	Many families work long or multiple jobs, making it difficult for them to participate in school surveys, attend meetings, or engage in school activities during standard hours
8 ★	Student feedback opportunities are few.	There is only 1 student organization that promotes feedback to leadership. ISJCP needs to open up lines of communication more systematically.

★ = Priority

Goals

Goal 1 Increase Meets Performance in STAAR tested subjects

Performance Objective 1

Increase Meets by 10% in 6th and 7th RLA

Strategy 1

Teachers will be trained on Lesson Plan Expectations by the first 3 weeks of school

Strategy's Expected Result/Impact: High impact lessons will increase culture of achievement in the classroom

Staff Responsible for Monitoring: Christian De Los Santos

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

November	March	July
Accomplished	Accomplished	

Strategy 2

6th and 7th RLA teachers will track student performance after every unit exam and district benchmark

Strategy's Expected Result/Impact: Interventions will be implemented to increase data by next assessment

Staff Responsible for Monitoring: Christian De Los Santos

Formative Reviews

November	March	July
Moderate Progress	Accomplished	

Strategy 3

6th and 7th grade RLA teachers will meet weekly with manager to engage in a coaching or data conversation.

Strategy's Expected Result/Impact: Build capacity in teacher to increase student achievement

Staff Responsible for Monitoring: Christian De Los Santos

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July
Considerable Progress	Accomplished	

Performance Objective 2 High Priority

Increase English II Meets by 10%

Strategy 1

API will assess teacher's baseline content knowledge through a released exam for English II

Formative Reviews

November	March	July
Accomplished	Accomplished	

Strategy 2

Eng II teacher will track student performance after every unit exam and district benchmark

Formative Reviews

November	March	July
Considerable Progress	Accomplished	

Strategy 3

Teacher will receive tier 3 support for lesson plan internalization

Formative Reviews

November	March	July
Accomplished	Discontinue	

Performance Objective 3

Increase Meets by 10% in 6-8th Math

Strategy 1

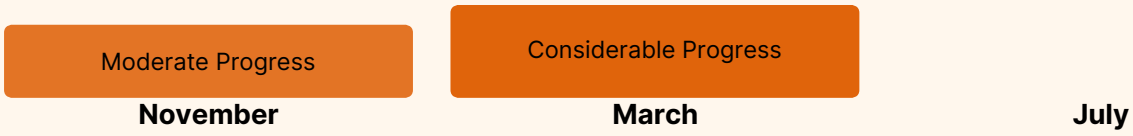
Weekly coaching or data conversations with 6-8th Math manager

Strategy's Expected Result/Impact: Build skills in Math teachers for classroom management and data tracking

Staff Responsible for Monitoring: Krystle Zambrano; Christian De Los Santos

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews



Strategy 2

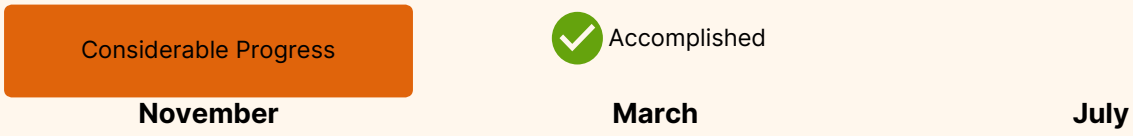
6-8th Math teachers will track district unit exams and benchmark by special populations.

Strategy's Expected Result/Impact: Make instructional decisions based on data

Staff Responsible for Monitoring: Krystle Zambrano; Christian De Los Santos

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Goal 2 Decrease Chronic Absenteeism at IDEA San Juan CP

Performance Objective 1 ☑ High Priority

Decrease chronic absenteeism by 1.5%

Strategy 1

Implement Daily ADA Huddles

Strategy's Expected Result/Impact: Raise ADA by tackling chronic absentees early

Staff Responsible for Monitoring: Carlos Benavides

Formative Reviews

November	March	July
Considerable Progress	✓ Accomplished	

Goal 3 Increase Student Culture and Engagement

Performance Objective 1

100% of teachers will use the Behavior Response System on PBIS

Strategy 1

100% of teachers will receive training on BRS during the first 6 weeks of school

Formative Reviews

November	March	July
Considerable Progress	Moderate Progress	

Strategy 2

100% of Assistant Principals will monitor use of BRS after every infraction.

Strategy's Expected Result/Impact: Comprehensive record of student behavior to make informed decisions of support

Staff Responsible for Monitoring: Mariela Gaona- Principal

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 2 ☑ High Priority

100% Compliance with Title 1 Family Engagement requirements

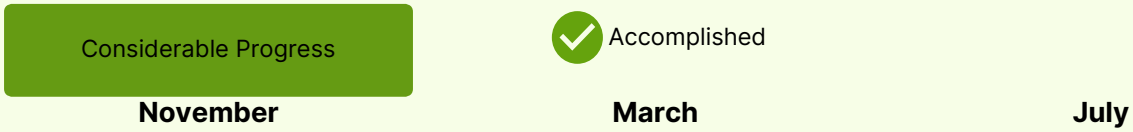
Strategy 1

Meet at least 3 weeks prior to event to review CFS with school counselor.

Strategy's Expected Result/Impact: Compliance and increased parent attendance

Staff Responsible for Monitoring: Yvette Gonzalez

Formative Reviews



Performance Objective 3

90% of students enrolled in PE will meet MVPA minutes goal

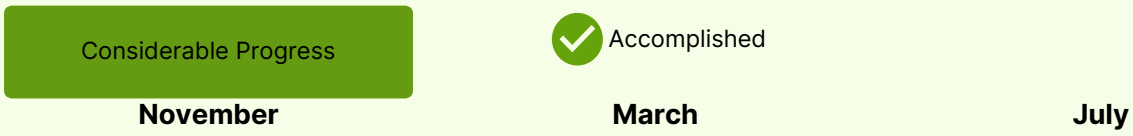
Strategy 1

Biweekly tracking with manager and coaches

Strategy's Expected Result/Impact: Problem solve early to meet goal

Staff Responsible for Monitoring: Maricela Gaona

Formative Reviews



Performance Objective 4

87.1% of ISJCP overall student population will persist and return for the 26-27 school year.

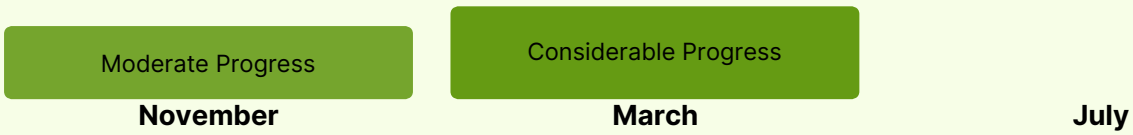
Evaluation Data Source: Leaver List, # of students on Power BI, TREX

Strategy 1

Weekly data review during Leadership Tactical

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 5

95% of PTECH students persist in the program from 2025-2026 school year to 2026-2027.

Evaluation Data Source: Enrollment in STC courses; progress checks

Strategy 1

IDEA Staff to review progress weekly with PTECH students for grades and challenges

Staff Responsible for Monitoring: Cassie Reyes

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Goal 4 Increase student opportunities for College Success

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

30% of the Class of 2026 will earn a 3+ on 1 or more AP exams

Strategy 1

Tracking of AP data for the class of 2026 per unit exam

Strategy's Expected Result/Impact: Create a solid list of student to make instructional decisions to meet 3+ AP exams passed

Staff Responsible for Monitoring: Cassie Reyes

Formative Reviews

November	March	July
Moderate Progress	Considerable Progress	

Performance Objective 2

25% of IDEA San Juan CP Class of 2026 will matriculate to top tiered colleges/ universities

Strategy 1

Ensure at least 50% of senior class Great College Lists include 2+ Tier 1/2 colleges

Strategy's Expected Result/Impact: Increase possibilities of acceptance

Staff Responsible for Monitoring: Abigail De Ochoa Lopez

TEA Priorities: Connect high school to career and college

Formative Reviews

November	March	July
✓ Accomplished	✓ Accomplished	

Strategy 2

PWIs to review application components to top tiered colleges

Strategy's Expected Result/Impact: Produce quality applications

Staff Responsible for Monitoring: Abigail De Ochoa Lopez

TEA Priorities: Connect high school to career and college

Formative Reviews

November	March	July
Moderate Progress	Accomplished	

Performance Objective 3

100% of the Class of 2026 will be TSI Except by snapshot date

Strategy 1

Test 100% of Class of 2026 within the first 2 months

Strategy's Expected Result/Impact: Plan for remediation tutorials

Staff Responsible for Monitoring: Abigail De Ochoa Lopez

TEA Priorities: Connect high school to career and college

Formative Reviews

November	March	July
Accomplished	Accomplished	

Strategy 2

Offer targeted tutorials based on TSI reports for Reading and Math

Strategy's Expected Result/Impact: Increased passing scores for TSI in Reading and Math

Staff Responsible for Monitoring: Abigail De Ochoa Lopez

TEA Priorities: Connect high school to career and college

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 4

100% of PTECH students in the class of 2028 are TSI exempt by end of February 2025.

Evaluation Data Source: TSI data- internal and on Accuplacer

Strategy 1

2 TSI bootcamps for PTECH students in Dec and Jan

Staff Responsible for Monitoring: Cassie Reyes and Abigail De Ochoa Lopez

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Goal 5 Implement MTSS Framework with fidelity

Performance Objective 1 ☑ High Priority

100% of teachers will implement instructional supports to address Tier 2 and Tier 3 student groups

Strategy 1

100% of teachers will be trained on MTSS Supports during the first 6 weeks of school

Strategy's Expected Result/Impact: 100% implementation of supports across campus

Staff Responsible for Monitoring: Principal Maricela Gaona

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July
✓ Accomplished	✓ Accomplished	

Strategy 2

San Juan SPED teachers will monitor supports included in lesson plans for their cohort of students

Strategy's Expected Result/Impact: Access to supports to help increase student academic achievement

Staff Responsible for Monitoring: Bianca Ibarra

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Performance Objective 2

100% of grade team leaders will implement MTSS meeting structures

Strategy 1

Standing item on Grade Team Leader Weekly Meeting to report on MTSS grade level meetings

Strategy's Expected Result/Impact: Hold GTLs accountable to MTSS Meetings with grade teams

Staff Responsible for Monitoring: Cassie Reyes

Formative Reviews

November	March	July
Considerable Progress	Considerable Progress	

Strategy 2

Lead Team tactical weekly standing item to discuss GL MTSS Meeting held

Strategy's Expected Result/Impact: Track and follow up for compliance

Staff Responsible for Monitoring: Cassie Reyes

Formative Reviews

November	March	July
Some Progress	Considerable Progress	

Strategy 3

Calendar Lead Team MTSS Meetings on calendar every 3 weeks to discuss students of concern and make appropriate interventions and referrals.

Strategy's Expected Result/Impact: Provide immediate support to our most struggling students

Staff Responsible for Monitoring: Principal

Formative Reviews

November	March	July
Some Progress	Considerable Progress	

Performance Objective 3

100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar.

Strategy 1

School counselor to provide curriculum in elective classes within the first 9 weeks of school.

Strategy's Expected Result/Impact: 100% of students are aware and equipped with resources

Staff Responsible for Monitoring: Marie Yvette Gonzalez

Formative Reviews

November	March	July
Accomplished	Accomplished	

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ERICA Ann RIOS	TEACHER - INTERVENTIONIST	School-wide Program	1
GINNA L SANCHEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
RUBY LEE ORTIZ	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

South Flores Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:58 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 17

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 18

Support Systems and Other Data 18

Goals 20

Goal 1 : Increase staff retention. 21

Goal 2 : Increase ADA. 24

Goal 3 : Improve scholar persistence. 27

Goal 4 : Increase scholar achievement average. 31

Goal 5 : Improve in CSI growth goals. 33

Goal 6 : Increase enrollment 36

Title I Summary 38

Title I Personnel 39

Comprehensive Needs Assessment

Demographics

Summary

IDEA South Flores Academy is a elementary school serving over 700 scholars on the south side of San Antonio, Texas. We teach scholars from Kindergarten through 5th grade. Our campus was established in 2013 opening our doors to Kindergarten through 2nd grade. From there each year we opened another grade. In 2016 we were a full scale elementary school. We serve 79% economically disadvantaged scholars, with 94% of our scholars being Hispanic. Our daily attendance is approximately 94%. Over 85% of our families continue to stay at our school year after year.

Strengths

1. Competitive pay for teachers and staff within IDEA public schools.

2. Coaching and development of all staff to ensure scholars are getting the best instruction possible.

3. All scholars have the opportunity to take AP level coursework and engage in the IB program at IDEA South Flores once they "graduate" AC and go into CP.

4. 100% of scholar matriculate to college.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Critical Student Intervention scholars did not meet their growth goals for 24-25 school year as only 6% met goal in Reading and 14% in Math.	Lack of fidelity to CSI teaching components and urgency to meet daily lesson and mastery goals.
2 ★	ADA percentage for the 24-25 school year was at 94. 02% not meeting our ADA growth goal for the year impacting overall scholar achievement. When our scholars are in school they are learning and growing when they are not it impacts them negatively and we can not close gaps.	Lack of fidelity with following through with our ADA matrix accountability system daily.

★ = Priority

Student Learning

Summary

Our projected TEA rating for the 24-25 school year is a C rating which is improvement from a projected F rating at the beginning of the 24-25 school year. We also improve in region rankings from the 2nd lowest performing campus to 9/15 campuses.

Based on early STAAR results our 3-5 scholars had an average of 67% hitting growth goals.

Our AA for Math stood at 33%.

Our AA for ELA stood at 46%.

K-2 DIBLES growth average was at 46%.

We met campus Honor roll in AR and PE.

Strengths

Overall increase in scholar achievement results as compared to the 23-24 school year to the 24-25 school year due to an instructional focus tied to data, teacher develo9pment and scholar growth.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Overall scholar achievement average in 3-5 Math stood at 33% for the 24-25 school year.	Teachers lacked strong content knowledge needed to effectively modify and teach aligned lessons that would close foundational gaps and push rigor.
2 ★	K-2 Did not meet DIBELS growth goals individually or collectively.	Teachers did not implement aligned interventions with fidelity to support scholar growth in reading.

★ = Priority

School Processes & Programs

Summary

Leaders build capacity in teachers to deliver effective lessons by regularly observing in their classrooms, providing on the spot feedback, and following up through one on one coaching conversations. Teachers have the opportunity to be rated through our GET framework and can grow within IDEA public schools based on performance, years of experience, and desires.

Leaders engage regularly within our team to problem solve around issues/concerns. Leaders then provide teachers/staff opportunities to support provide feedback on initiatives to better support themselves and scholars growth.

Scholars have the opportunity to be involved in several afterschool extracurriculars to build confidence and teamwork skills. Our extracurriculars range from cheer, soccer, basketball etc.

K-2 Scholars are taught through our homogenous DI program to support their reading skills and push growth year round.

3-5 Scholars have the opportunity to learn and engage in daily lessons through the use of technology to push computer fluidity and overall scholar achievement.

Strengths

3-5 Teachers have grown in curriculum based inst4uction with the embedation of TEKS contnet to push rigor and alignment. Scholars have a 67% growth rate under our lesson plan revamp initiative.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	South Flores AC had a staff retention of 71.93% for the 24-25 school year.	Staff struggled to align with new campus vision of excellence set by campus leadership. Staff were also not consistently praised for the work they were leading out on daily.
2 ★	Scholar persistence trended below benchmark for the majority of the school year.	Staff lacked the necessary tools to have effective and empathetic parent communication moments which lead to scholar persistence concerns that were in our locus of control.

★ = Priority

Perceptions

Summary

South Flores AC stands at an average of 40% staff AEE satisfaction .

Parents communicate a need for improved staff to parent communication supports.

Parent engagement at South Flores AC is at about 70% for engagement events.

Parent satisfaction is higher than in years based with NTI scholars as we are trending 8.26% higher than last year.

Strengths

Staff and parents believe that South Flores Academy has strong systems and operating mechanisms in place that will drive scholar achievement and parent engagement across the school.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	South Flores AC only averaged about 70% of parent engagement enrollment in our parent communication apps which impacted effective comms for parents.	There was a lack of clear communication at BOY with communication platforms and accountability to use each system with fidelity.
2 ★	Less than 50% of South Flores AC staff agreed that our campus was a healthy place to work.	Staff were not effectively trained and provided resources needed to drive their work from the start of the beginning of year which impacted overall success and contributing to lack of work life balance.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	ADA percentage for the 24-25 school year was at 94. 02% not meeting our ADA growth goal for the year impacting overall scholar achievement. When our scholars are in school they are learning and growing when they are not it impacts them negatively and we can not close gaps.	Lack of fidelity with following through with our ADA matrix accountability system daily.
2 ★	Overall scholar achievement average in 3-5 Math stood at 33% for the 24-25 school year.	Teachers lacked strong content knowledge needed to effectively modify and teach aligned lessons that would close foundational gaps and push rigor.
3 ★	South Flores AC had a staff retention of 71.93% for the 24-25 school year.	Staff struggled to align with new campus vision of excellence set by campus leadership. Staff were also not consistently praised for the work they were leading out on daily.
4 ★	South Flores AC only averaged about 70% of parent engagement enrollment in our parent communication apps which impacted effective comms for parents.	There was a lack of clear communication at BOY with communication platforms and accountability to use each system with fidelity.
5 ★	Critical Student Intervention scholars did not meet their growth goals for 24-25 school year as only 6% met goal in Reading and 14% in Math.	Lack of fidelity to CSI teaching components and urgency to meet daily lesson and mastery goals.
6 ★	K-2 Did not meet DIBELS growth goals individually or collectively.	Teachers did not implement aligned interventions with fidelity to support scholar growth in reading.

7 ★	Scholar persistence trended below benchmark for the majority of the school year.	Staff lacked the necessary tools to have effective and empathetic parent communication moments which lead to scholar persistence concerns that were in our locus of control.
8 ★	Less than 50% of South Flores AC staff agreed that our campus was a healthy place to work.	Staff were not effectively trained and provided resources needed to drive their work from the start of the beginning of year which impacted overall success and contributing to lack of work life balance.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**

- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**

☑ **Budgets/entitlements and expenditures data**

Goals

Goal 1 Increase staff retention.

Performance Objective 1 ☑ High Priority

80% of all full-time IDEA South Flores AC Lead Teachers employed in 24-25 will be retained and return for 25-26.

Strategy 1

Strengthen Recognition and Appreciation

Strategy's Expected Result/Impact: AEE survey results will improve from 24-25 school year to reflect agree or strongly agree.

Staff Responsible for Monitoring: Principal and Academy Administrative Assistant.

Problem Statements: School Processes & Programs 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

	November	March	July
Moderate Progress			

Strategy 2

Strengthen Communication and Feedback Loops

Strategy's Expected Result/Impact: AEE survey results will improve from 24-25 school year to reflect agree or strongly agree.

Staff Responsible for Monitoring: Principal and Academy Administrative Assistant.

Problem Statements: School Processes & Programs 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Some Progress

November | March | July

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	South Flores AC had a staff retention of 71.93% for the 24-25 school year.	Staff struggled to align with new campus vision of excellence set by campus leadership. Staff were also not consistently praised for the work they were leading out on daily.

Performance Objective 2

Increase AEE survey results to hit at least 70% staff satisfaction for the 25-26 school year.

Evaluation Data Source: Monthly staff surveys, AEE results

Strategy 1

Foster a Positive and Inclusive School Culture by encouraging collaboration, transparency, and team-building.

Strategy's Expected Result/Impact: Increase AEE survey results.

Staff Responsible for Monitoring: Principal.

Problem Statements: Perceptions 2

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Some Progress

November | March | July

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	Less than 50% of South Flores AC staff agreed that our campus was a healthy place to work.	Staff were not effectively trained and provided resources needed to drive their work from the start of the beginning of year which impacted overall success and contributing to lack of work life balance.

Performance Objective 3 ☑ High Priority

85% of all full-time IDEA South Flores campus OPs staff members employed in 24-25 will be retained and return for 25-26.

Evaluation Data Source: Staff Retention Dashboard

Goal 2 Increase ADA.

Performance Objective 1 ☑ High Priority

Increase ADA percentage of scholars in school as compared to the 24-25 school year to 94.50%.

Evaluation Data Source: Weekly ADA percentage dashboards to track growth.

Strategy 1

Build a culture that celebrates attendance by implementing a weekly recognition system that includes shoutouts during morning announcements, biweekly certificates for scholars with perfect attendance, and monthly incentives for those showing improved attendance, beginning August 13 and continuing through May 29th.

Strategy's Expected Result/Impact: Increase weekly ADA percentages.

Staff Responsible for Monitoring: Assistant Principal of Operations and SIS.

Problem Statements: Demographics 2

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Considerable Progress			

Strategy 2

Proactively address barriers to attendance by reviewing weekly attendance data beginning August 18th to identify scholars with emerging patterns of chronic absenteeism. Implement tiered interventions: Tier 1--school-wide messaging via newsletters and morning announcements; Tier 2--targeted outreach calls and letters for scholars missing 5-9% of school days; and Tier 3--individualized attendance plans with family meetings for scholars missing 10% or more. Monitor impact monthly with the goal of reducing chronic absenteeism by 3% by May 30.

Strategy's Expected Result/Impact: Increase weekly ADA percentages.

Staff Responsible for Monitoring: Assistant Principal of Operations and SIS.

Problem Statements: Demographics 2

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November | March | July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	ADA percentage for the 24-25 school year was at 94. 02% not meeting our ADA growth goal for the year impacting overall scholar achievement. When our scholars are in school they are learning and growing when they are not it impacts them negatively and we can not close gaps.	Lack of fidelity with following through with our ADA matrix accountability system daily.

Performance Objective 2

South Flores AC will decrease the chronic absenteeism rate from 17.3% in the 24/25 SY to 14.3% in the 25/26 SY.

Evaluation Data Source: Chronic Absentism dashboard.

Strategy 1

Ensure all lead team members are completing daily chronic absenteeism connections with their assigned grade levels/scholars with at least 80% weekly completion . Review internal tracker daily and hold staff accountable for not meeting expectations by adding in notes for accountability.

Strategy's Expected Result/Impact: Decrease in CA percentage.

Staff Responsible for Monitoring: APO and SIS.

Problem Statements: Demographics 2

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	ADA percentage for the 24-25 school year was at 94. 02% not meeting our ADA growth goal for the year impacting overall scholar achievement. When our scholars are in school they are learning and growing when they are not it impacts them negatively and we can not close gaps.	Lack of fidelity with following through with our ADA matrix accountability system daily.

Goal 3 Improve scholar persistence.

Performance Objective 1 ☑ High Priority

South Flores AC will decrease the percentage of student leavers as compared to the 24-25 school year to the 25-26 school year by 2%.

Evaluation Data Source: Weekly mission list trackers, persistence dashboards.

Strategy 1

Establish regular communication routines between school staff and families that include weekly classroom updates, monthly school-wide newsletters, and individual outreach for attendance or academic concerns. 100% of grade levels send out bi-weekly newsletters via our school wide communication platforms and family newsletters are sent out once a week beginning the week of August 1st through May 29th.

Strategy's Expected Result/Impact: Number of weekly leavers are minimal.

Staff Responsible for Monitoring: AC school counselor.

Problem Statements: Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 - Perceptions 1, 2

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Critical Student Intervention scholars did not meet their growth goals for 24-25 school year as only 6% met goal in Reading and 14% in Math.	Lack of fidelity to CSI teaching components and urgency to meet daily lesson and mastery goals.
	ADA percentage for the 24-25 school	Lack of fidelity with following through

2	year was at 94. 02% not meeting our ADA growth goal for the year impacting overall scholar achievement. When our scholars are in school they are learning and growing when they are not it impacts them negatively and we can not close gaps.	with our ADA matrix accountability system daily.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Overall scholar achievement average in 3-5 Math stood at 33% for the 24-25 school year.	Teachers lacked strong content knowledge needed to effectively modify and teach aligned lessons that would close foundational gaps and push rigor.
2	K-2 Did not meet DIBELS growth goals individually or collectively.	Teachers did not implement aligned interventions with fidelity to support scholar growth in reading.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	South Flores AC had a staff retention of 71.93% for the 24-25 school year.	Staff struggled to align with new campus vision of excellence set by campus leadership. Staff were also not consistently praised for the work they were leading out on daily.
2	Scholar persistence trended below benchmark for the majority of the school year.	Staff lacked the necessary tools to have effective and empathetic parent communication moments which lead to scholar persistence concerns that were in our locus of control.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	South Flores AC only averaged about 70% of parent engagement enrollment in our parent communication apps which impacted effective comms for parents.	There was a lack of clear communication at BOY with communication platforms and accountability to use each system with fidelity.
2	Less than 50% of South Flores AC staff agreed that our campus was a healthy place to work.	Staff were not effectively trained and provided resources needed to drive their work from the start of the beginning of

	year which impacted overall success and contributing to lack of work life balance.

Performance Objective 2

100% of Academy scholars grades 1-5 will hit their MVP minutes.

Evaluation Data Source: PE dashboard.

Strategy 1

By May 15th, 85% of scholars will attend PE at least 2 days per week as tracked through weekly attendance logs, to support physical health and meet curriculum requirements.

Strategy's Expected Result/Impact: Honor Roll for PE.

Staff Responsible for Monitoring: PE coach.

Problem Statements: School Processes & Programs 2

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November	March	July

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Scholar persistence trended below benchmark for the majority of the school year.	Staff lacked the necessary tools to have effective and empathetic parent communication moments which lead to scholar persistence concerns that were in our locus of control.

Performance Objective 3

South Flores Academy will complete required Anti -bullying, safer smarter school curriculum, by deadline set by district.

Strategy 1

Track progress for lessons through our district tracker and have 100% of teachers complete lessons by August 30th.

Problem Statements: Demographics 2

Title I: 2.5.2

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Accomplished

November	March	July

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	ADA percentage for the 24-25 school year was at 94. 02% not meeting our ADA growth goal for the year impacting overall scholar achievement. When our scholars are in school they are learning and growing when they are not it impacts them negatively and we can not close gaps.	Lack of fidelity with following through with our ADA matrix accountability system daily.

Goal 4 Increase scholar achievement average.

Performance Objective 1 ☑ High Priority

IDEA South Flores AC will increase the overall achievement average on the STAAR Math and ELA exam for grades 3-5 in the 25/26 SY to 48%.

Evaluation Data Source: Mid module assessments, End of module assessments, Mock Exams, Semester Exams.

Strategy 1

Strengthen Core Instruction through increased leader observations and coaching to ensure lesson delivery is impactful with 100% of teachers being rated in School Status for GET 3 with 90% proficiency.

Strategy's Expected Result/Impact: Increase in AA to 43%.

Staff Responsible for Monitoring: APIs.

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Overall scholar achievement average in 3-5 Math stood at 33% for the 24-25 school year.	Teachers lacked strong content knowledge needed to effectively modify and teach aligned lessons that would close foundational gaps and push rigor.

Performance Objective 2

South Flores AC will provide consistent in class support for special education scholars to 100% fidelity.

Evaluation Data Source: IEP goal progress reports, school status ratings.

Strategy 1

By May 30, 100% of special education service minutes will be accurately documented weekly in the designated tracking system (Frontline, and internal logs), with monthly audits conducted by the Special Education Coordinator to ensure compliance with students' IEPs.

Strategy's Expected Result/Impact: Increase AA achievement to at least a 43%,

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Overall scholar achievement average in 3-5 Math stood at 33% for the 24-25 school year.	Teachers lacked strong content knowledge needed to effectively modify and teach aligned lessons that would close foundational gaps and push rigor.

Goal 5 Improve in CSI growth goals.

Performance Objective 1 ☑ High Priority

South Flores AC will have at least 50% of scholars meet CSI growth goals in Reading.

Evaluation Data Source: RENSTAR testing, lesson progress and mastery trackers.

Strategy 1

Achieve weekly lesson progress goal of 3 lessons a week and average mastery goals of 90% each week for the 25-26 school year by weekly data submissions.

Strategy's Expected Result/Impact: Improve CSI growth in Reading.

Staff Responsible for Monitoring: ELA API

Problem Statements: Demographics 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Send biweekly family updates that include learning resources and opportunities to collaborate on scholar goals, with at least one family engagement activity hosted each semester and 100% of teachers sharing individualized scholar progress at least once per grading period.

Strategy's Expected Result/Impact: Improve CSI growth in Reading.

Staff Responsible for Monitoring: ELA API.

Problem Statements: School Processes & Programs 2

Title I: 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November | March | July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Critical Student Intervention scholars did not meet their growth goals for 24-25 school year as only 6% met goal in Reading and 14% in Math.	Lack of fidelity to CSI teaching components and urgency to meet daily lesson and mastery goals.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Scholar persistence trended below benchmark for the majority of the school year.	Staff lacked the necessary tools to have effective and empathetic parent communication moments which lead to scholar persistence concerns that were in our locus of control.

Performance Objective 2

South Flores AC will have at least 50% of scholars meet CSI growth goals in Math.

Strategy 1

Achieve weekly lesson progress goal of 3 lessons a week and average mastery goals of 90% each week for the 25-26 school year by weekly data submissions.

Strategy's Expected Result/Impact: Improve CSI Math growth.

Staff Responsible for Monitoring: Math API

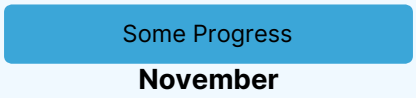
Problem Statements: Demographics 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Strategy 2

Send biweekly family updates that include learning resources and opportunities to collaborate on scholar goals, with at least one family engagement activity hosted each semester and 100% of teachers sharing individualized scholar progress at least once per grading period.

Strategy's Expected Result/Impact: Improve Math CSI

Staff Responsible for Monitoring: Math API

Problem Statements: Demographics 1

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Critical Student Intervention scholars did not meet their growth goals for 24-25 school year as only 6% met goal in Reading and 14% in Math.	Lack of fidelity to CSI teaching components and urgency to meet daily lesson and mastery goals.

Goal 6 Increase enrollment

Performance Objective 1 ☑ High Priority

IDEA SoFlo Academy will enroll 90 scholars in kindergarten for the 26/27 SY.

Evaluation Data Source: STREAM - Mission List

Strategy 1

Increase parent engagement events and early connections campaigns to boost enrollment targets through Future Owl days, countdown to Kinder event, family success stories.

Strategy's Expected Result/Impact: Increase of Kinder enrollment for the 26/27 school year.

Staff Responsible for Monitoring: APO, EC, Principal

Problem Statements: School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Increase Kinder Social Media Prescence.

Strategy's Expected Result/Impact: Increase of Kinder enrollment for the 26/27 school year.

Staff Responsible for Monitoring: APO, EC, Principal

Problem Statements: School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Scholar persistence trended below benchmark for the majority of the school year.	Staff lacked the necessary tools to have effective and empathetic parent communication moments which lead to scholar persistence concerns that were in our locus of control.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
BRIANNA RENEE HERNANDEZ	COTEACHER	School-wide Program	1
BRIGITTE PAULETTE HODGE	COTEACHER	School-wide Program	1
LIA ALONA HINDS	TEACHER - INTERVENTIONIST	School-wide Program	1
LORRINDA Renee CAVAZOS	TEACHER - INTERVENTIONIST	School-wide Program	1
MAURICE LYNELL STEEN	COTEACHER	School-wide Program	1
SEBASTIAN ESAI AGUILAR	COTEACHER	School-wide Program	1

IDEA Public Schools

South Flores College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:00 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

Perceptions 9

Priority Problem Statements 12

Data Documentation for CNA 15

Improvement Planning Data 16

Goals 17

Goal 1 : All IDEA South Flores College Prep students matriculate to college. 18

Goal 2 : IDEA South Flores College Prep achieves an A Rating. 20

Goal 3 : Increase student persistence. 24

Goal 4 : Increase student daily attendance. 27

Goal 5 : Increase staff retention. 29

Title I Summary 32

Title I Personnel 33

Comprehensive Needs Assessment

Demographics

Summary

Located in the heart of the South Side of San Antonio, Texas, IDEA South Flores College Prep—known as SOFLO—is a tight-knit, college-preparatory community where a diverse group of students, families, and educators come together as one unit to overcome adversity and close the achievement gap. Our student body is predominantly Hispanic and includes scholars receiving special education services and English language support. Every student at SOFLO is enrolled in a rigorous academic program that includes both Advanced Placement (AP) and International Baccalaureate (IB) courses—reinforcing our deep commitment to college readiness for all. Despite challenges related to attendance and student mobility, we maintain high expectations for student success, supported by dedicated and experienced teachers and highly qualified paraprofessionals. We intentionally cultivate a strong, mission-driven staff and prioritize teacher retention and development. Through structured systems and a shared belief in every child's potential, we work to reduce discipline issues, build character, and prepare every student to graduate ready for college. At SOFLO, we are a united community driven by the belief that with the right support and mindset, all scholars can and will succeed.

Strengths

At IDEA South Flores College Prep, our greatest strength lies in our unwavering commitment to academic excellence and college readiness for all. Every student is enrolled in Advanced Placement (AP) and International Baccalaureate (IB) courses, ensuring access to a rigorous and globally competitive curriculum. Our dedicated and experienced teachers deliver high-quality instruction and build meaningful relationships that foster both academic and personal growth. We are proud of our strong student-teacher connections, a structured learning environment, and a consistent track record of achieving an A rating from the state. Our campus culture emphasizes high expectations, data-driven instruction, and a growth mindset. We have a collaborative staff committed to continuous improvement and innovation. Additionally, our scholars demonstrate resilience and perseverance, supported by a strong network of families and community partnerships. Together, these strengths create a learning environment where students are not only prepared for college—but for leadership, service, and lifelong success.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Despite our A rating, SOFLO has not earned all state distinctions due to gaps in achievement among SPED, ELL, and high-mobility or chronically absent students.	Targeted interventions and real-time data use are not consistently applied to meet the specific needs of these groups.
2 ★	Although all SOFLO scholars take AP and IB courses, instruction does not consistently meet the rigor needed for success at the Meets and Masters level.	Daily instruction often falls short of AP/IB depth, with limited planning for critical thinking, academic discourse, and high-quality student work.

★ = Priority

Student Learning

Summary

Based on the available 2024-2025 achievement data, we were able to reflect on our scholars' current progress toward their learning goals. We particularly focused on STAAR and EOC scores that were recently made available. We found that our scores trended down across the board from previous years. While we maintained a strong number of students achieving "Meets" (around 50-60% on average) we fell short in the number of students scoring "Approaches" and especially "Masters". This follows trends across our district (a public charter that serves a predominantly low-income population) for this year as well. We continue to enroll all of our students in AP and IB courses and have not seen significant changes in the assessment data, and our CCMR has remained consistently high, though it did drop to 98% for this past year compared to 100% in previous years.

See PDF in addendum for more information.

Strengths

Campus strengths include:
Continued high performance on CCMR (98%-100% year over year)
100% enrollment in advanced courses (AP and IB)
Majority of students achieving "Meets" in state-tested subjects (with the exception of mathematics)

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Majority of state-tested subjects are not meeting the goal for Approaches or Masters.	Teachers do not have strategies for 1) rigor that will lead to strong Masters results or 2) scaffolds that will support students to achieve, at minimum, Approaches.
2 ★	Many students do not have a strong sense of academic identity and lack ownership of their goals or perseverance through setbacks.	Teachers do not have strategies to build student ownership through data reflections and celebrations or enough opportunities to teach students to persevere.
3	Middle school has larger class sizes	Possible Root Causes: Limited staffing due to budget constraints or hiring challenges Scheduling inefficiencies that cluster students into fewer sections Enrollment growth in middle school grades without proportional staff increases
4	Difficult to build relationships in bigger classes	Possible Root Causes: Teachers have less time for individual student interactions due to class size

★ = Priority

Perceptions

Summary

We evaluate our organizational effectiveness through comprehensive student and family surveys conducted each Fall and Spring. To ensure broad participation, student surveys are administered during elective classes, maximizing response rates across the student body.

In addition, we hold weekly meetings focused on staff retention. These meetings are dedicated to identifying root causes of turnover and developing actionable strategies to support and retain our staff.

Strengths

Strengths:

1. Sports, coaches, extracurriculars that are linked back to our mission
2. IB Program
3. Staff retention has been consistent which allows close knit relationships
4. Siblings and families that have been here multiple generations
5. Focused on relationships
6. Increase in ADA and incentives coming from registrar and ADA celebration events
7. AP program is Free of Cost for all: IB, TSI, ACT - materials, cost of registration
8. College counseling for all scholars

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Difficult to build relationships in bigger classes	Possible Root Causes: Teachers have less time for individual student interactions due to class size
2	Middle school has larger class sizes	Possible Root Causes: Limited staffing due to budget constraints or hiring challenges Scheduling inefficiencies that cluster students into fewer sections Enrollment growth in middle school grades without proportional staff increases
3	Discipline - trends around vaping & holding kids accountable	Possible Root Causes: Inconsistent enforcement of discipline policies across staff Lack of student education on health risks and consequences Limited family engagement or communication around behavior expectations
4	Staff culture - staff to scholar communication norms, emotional regulation, staff to staff communication norms	Possible Root Causes: Lack of professional development focused on communication and emotional intelligence Absence of clear, campus-wide norms or expectations for staff interactions
5	Misconceptions about our programs, especially high school	Possible Root Causes: Inadequate marketing or outreach to families and community Limited student or parent voice in promoting program successes Confusion due to overlapping or complex program offerings (e.g., IB, AP vs. Dual Enrollment/Dual Credit programs)
6	Streamline and Re-Norm family expectations about communication to strengthen partnership between families and scholars	Possible Root Causes: Lack of a consistent, school-wide communication protocol for staff-family interactions Inconsistent messaging platforms (e.g., some use email, others use apps, etc.) Families are not regularly informed or trained on communication expectations

7	How do we all hold accountable each other - staff to staff, families, boundary setting,	Possible Root Causes: Absence of clearly defined accountability norms or shared values across stakeholder groups Limited training or support for staff on setting and maintaining professional boundaries Infrequent or unclear feedback loops between staff, leadership, and families Lack of structured opportunities for collaborative reflection and accountability

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Although all SOFLO scholars take AP and IB courses, instruction does not consistently meet the rigor needed for success at the Meets and Masters level.	Daily instruction often falls short of AP/IB depth, with limited planning for critical thinking, academic discourse, and high-quality student work.
2 ★	Despite our A rating, SOFLO has not earned all state distinctions due to gaps in achievement among SPED, ELL, and high-mobility or chronically absent students.	Targeted interventions and real-time data use are not consistently applied to meet the specific needs of these groups.
3 ★	Majority of state-tested subjects are not meeting the goal for Approaches or Masters.	Teachers do not have strategies for 1) rigor that will lead to strong Masters results or 2) scaffolds that will support students to achieve, at minimum, Approaches.
4 ★	Many students do not have a strong sense of academic identity and lack ownership of their goals or perseverance through setbacks.	Teachers do not have strategies to build student ownership through data reflections and celebrations or enough opportunities to teach students to persevere.
5 ★	Staff are inconsistently documenting behavior infractions, resulting in missed opportunities for restorative conversations, follow-through, and accountability.	There is a lack of clear expectations, training, and ongoing accountability for documenting behavior incidents. Some staff are unsure when or how to document minor versus major behaviors.
6 ★	There is no consistent system for homeroom teachers to submit ADA and contact families, leading to missed attendance interventions and inaccurate data.	Homeroom teachers have not been provided with a standardized process or tool (e.g., laminated rosters, digital form) for tracking ADA and communicating same-day with families of absent students.

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **HB3 Reading and math goals for PreK-3**
- ☑ **HB3 CCMR goals**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Goals

Goal 1 All IDEA South Flores College Prep students matriculate to college.

Performance Objective 1 ☑ HB3 Goal

By May 2026, the IDEA South Flores College Prep Junior class will increase their average ACT composite score from 15.8 to 16, as measured by official ACT score reports, contributing to improved HB3 CCMR outcomes for the 2025-26 school year.

Evaluation Data Source: Official ACT exam results

Strategy 1

IDEA South Flores College Prep will implement a structured, data-driven ACT preparation program for all juniors, including diagnostic assessments, ACT-aligned instruction, and targeted interventions, to increase the average ACT composite score from 15.8 to 16 by May 2026.

Strategy's Expected Result/Impact: Provide a strong foundation of ACT practice to increase ACT scores

Staff Responsible for Monitoring: DCC (or assigned College Counselor)

Problem Statements: Demographics 2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

No Progress

November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Although all SOFLO scholars take AP and IB courses, instruction does not consistently meet the rigor needed for success at the Meets and Masters level.	Daily instruction often falls short of AP/IB depth, with limited planning for critical thinking, academic discourse, and high-quality student work.

Performance Objective 2

By July 7, 2026, the percentage of IDEA South Flores College Prep seniors earning the International

Baccalaureate (IB) Diploma will increase from 10% to 15%

Evaluation Data Source: official IB results

Strategy 1

IDEA South Flores College Prep will implement ongoing IB Diploma data tracking and analysis to inform instructional planning, targeted supports, and program implementation.

Strategy's Expected Result/Impact: Instructional decisions and student supports will be consistently informed by IB Diploma data, resulting in increased student progress toward IB Diploma requirements and an increase in the percentage of seniors earning the IB Diploma from 10% to 15% by July 7, 2026.

Staff Responsible for Monitoring: IB Diploma Program Coordinator

Problem Statements: Demographics 2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Considerable Progress		
November	**March**	**July**

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Although all SOFLO scholars take AP and IB courses, instruction does not consistently meet the rigor needed for success at the Meets and Masters level.	Daily instruction often falls short of AP/IB depth, with limited planning for critical thinking, academic discourse, and high-quality student work.

Goal 2 IDEA South Flores College Prep achieves an A Rating.

Performance Objective 1

IDEA South Flores SPED scholars achieve 60/25/10 in Math STAAR by June 2026

Evaluation Data Source: STAAR scores, mock scores, semester exams, unit exams

Strategy 1

IDEA South Flores College Prep will implement data-driven special education math instruction, including aligned IEP implementation, targeted interventions, and progress monitoring, to increase SPED student performance on Math STAAR to 60% Approaches, 25% Meets, and 10% Masters by June 2026.

Strategy's Expected Result/Impact: IEP-aligned, data-driven math instruction will improve SPED Math STAAR performance, resulting in 60% Approaches, 25% Meets, and 10% Masters by June 2026 and supporting an A campus rating.

Staff Responsible for Monitoring: Case managers

Problem Statements: Demographics 1 - Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Despite our A rating, SOFLO has not earned all state distinctions due to gaps in achievement among SPED, ELL, and high-mobility or chronically absent students.	Targeted interventions and real-time data use are not consistently applied to meet the specific needs of these groups.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Majority of state-tested subjects are not meeting the goal for Approaches or Masters.	Teachers do not have strategies for 1) rigor that will lead to strong Masters results or 2) scaffolds that will support students to achieve, at minimum, Approaches.

Performance Objective 2 ☑ High Priority

IDEA South Flores CP will increase Meets outcomes from 59% to 70% in STAAR RLA in the 25/26 SY.

Evaluation Data Source: STAAR scores, mock scores, semester exams, unit exams

Strategy 1

IDEA South Flores College Prep will implement data-driven RLA instruction through regular analysis of formative and interim assessment data to guide targeted instruction, skill-based interventions, and instructional adjustments aligned to STAAR expectations.

Strategy's Expected Result/Impact: Consistent, data-informed RLA instruction will increase STAAR Meets performance from 59% to 70% during the 2025-26 school year, contributing to improved student achievement and an A campus rating.

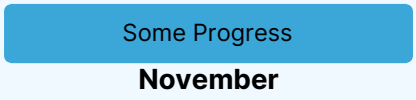
Staff Responsible for Monitoring: Assistant Principal / Principal

Problem Statements: Demographics 2 - Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Although all SOFLO scholars take AP and IB courses, instruction does not consistently meet the rigor needed for success at the Meets and Masters level.	Daily instruction often falls short of AP/IB depth, with limited planning for critical thinking, academic discourse, and high-quality student work.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Majority of state-tested subjects are not meeting the goal for Approaches or Masters.	Teachers do not have strategies for 1) rigor that will lead to strong Masters results or 2) scaffolds that will support students to achieve, at minimum, Approaches.

Performance Objective 3 ☑ High Priority

IDEA South Flores CP will increase Meets outcomes from 28% to 40% in STAAR Math in the 25/26 SY.

Evaluation Data Source: STAAR scores, mock scores, semester exams, unit exams

Strategy 1

IDEA South Flores College Prep will implement data-driven math instruction through regular analysis of formative and interim assessment data to guide targeted instruction, skill-based interventions, and instructional adjustments aligned to STAAR expectations.

Strategy's Expected Result/Impact: Data-driven math instruction will increase STAAR Math Meets performance from 28% to 40% during the 2025-26 school year, supporting improved student achievement and an A campus rating.

Staff Responsible for Monitoring: API/Principal

Problem Statements: Demographics 2 - Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Although all SOFLO scholars take AP and IB courses, instruction does not consistently meet the rigor needed for success at the Meets and Masters level.	Daily instruction often falls short of AP/IB depth, with limited planning for critical thinking, academic discourse, and high-quality student work.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Majority of state-tested subjects are not meeting the goal for Approaches or Masters.	Teachers do not have strategies for 1) rigor that will lead to strong Masters results or 2) scaffolds that will support students to achieve, at minimum, Approaches.

Goal 3 Increase student persistence.

Performance Objective 1

IDEA South Flores will increase New to IDEA (NTI) persistence from 70.47% to 85% by the 11th day of school for the 2026-2027 school year.

Evaluation Data Source: Quarterly CIP check ins/Title 1 crate progress checks

Strategy 1

IDEA South Flores will implement a proactive New to IDEA (NTI) onboarding and monitoring system, including early outreach, attendance tracking, and targeted student and family supports, to increase NTI persistence to 85% by the 11th day of school for the 2026-27 school year.

Strategy's Expected Result/Impact: Early, proactive onboarding and monitoring will increase New to IDEA student persistence from 70.47% to 85% by the 11th day of school for the 2026-27 school year, strengthening student continuity and overall campus performance.

Staff Responsible for Monitoring: Enrollment Coordinator and School Counselor

Problem Statements: Student Learning 2 - School Processes & Programs 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Many students do not have a strong sense of academic identity and lack ownership of their goals or perseverance through setbacks.	Teachers do not have strategies to build student ownership through data reflections and celebrations or enough opportunities to teach students to persevere.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Staff are inconsistently documenting behavior infractions, resulting in missed opportunities for restorative conversations, follow-through, and accountability.	There is a lack of clear expectations, training, and ongoing accountability for documenting behavior incidents. Some staff are unsure when or how to document minor versus major behaviors.

Performance Objective 2

IDEA South Flores will increase 8th grade persistence from 69.35% to 85% by the 11th day of school for the 2026-2027 school year.

Evaluation Data Source: persistence dashboard and mission list

Strategy 1

IDEA South Flores will implement an early-warning and engagement system for 8th grade students that includes attendance monitoring, academic check-ins, and targeted student and family outreach during the first 11 days of school to increase 8th grade persistence for the 2026-27 school year.

Strategy's Expected Result/Impact: Early monitoring and targeted engagement during the first 11 days of school will increase 8th grade student persistence by the 11th day of the 2026-27 school year, strengthening student continuity and overall campus performance.

Problem Statements: Student Learning 2 - School Processes & Programs 1

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November	March	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Many students do not have a strong sense of academic identity and lack ownership of their goals or perseverance through setbacks.	Teachers do not have strategies to build student ownership through data reflections and celebrations or enough opportunities to teach students to persevere.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Staff are inconsistently documenting behavior infractions, resulting in missed opportunities for restorative conversations, follow-through, and accountability.	There is a lack of clear expectations, training, and ongoing accountability for documenting behavior incidents. Some staff are unsure when or how to document minor versus major behaviors.

Goal 4 Increase student daily attendance.

Performance Objective 1

IDEA South Flores College Prep will achieve a 95.5% annual attendance rate for the 25-26 school year

Evaluation Data Source: Daily ADA Tracker / PowerBI

Strategy 1

IDEA South Flores College Prep will implement a proactive, data-driven attendance monitoring and intervention system that includes daily tracking, tiered student and family outreach, and timely interventions to achieve a 95.5% annual attendance rate during the 2025-26 school year.

Strategy's Expected Result/Impact: Consistent, data-driven attendance monitoring and timely interventions will result in a 95.5% annual attendance rate for the 2025-26 school year, supporting improved student engagement and overall campus performance.

Staff Responsible for Monitoring: APO

Problem Statements: School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	There is no consistent system for homeroom teachers to submit ADA and contact families, leading to missed attendance interventions and inaccurate data.	Homeroom teachers have not been provided with a standardized process or tool (e.g., laminated rosters, digital form) for tracking ADA and communicating same-day with families of absent students.

Performance Objective 2 ☑ High Priority

South Flores CP will decrease the chronic absenteeism rate from 19.2% in the 24/25 SY to 15.3% in the 25/26 SY

Evaluation Data Source: Chronic Absenteeism Dashabord - Mission List

Strategy 1

IDEA South Flores College Prep will implement a tiered, data-driven chronic absenteeism intervention system that includes early identification, targeted student and family outreach, and ongoing progress monitoring to reduce the chronic absenteeism rate from 19.2% to 15.3% during the 2025-26 school year

Strategy's Expected Result/Impact: Early identification and tiered attendance interventions will reduce the chronic absenteeism rate from 19.2% to 15.3% during the 2025-26 school year, improving student engagement and supporting overall campus attendance goals.

Problem Statements: School Processes & Programs 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	There is no consistent system for homeroom teachers to submit ADA and contact families, leading to missed attendance interventions and inaccurate data.	Homeroom teachers have not been provided with a standardized process or tool (e.g., laminated rosters, digital form) for tracking ADA and communicating same-day with families of absent students.

Goal 5 Increase staff retention.

Performance Objective 1

DEA South Flores College Prep will be 95% staffed for all teacher positions throughout the 2025-26 school year.

Evaluation Data Source: Teacher retention dashboard

Strategy 1

IDEA South Flores College Prep will implement proactive staffing and retention practices, including early hiring, ongoing staff support, and regular monitoring of vacancies, to maintain 95% staffing across all teacher positions throughout the 2025-26 school year.

Strategy's Expected Result/Impact: Strong staffing 100% of year

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Majority of state-tested subjects are not meeting the goal for Approaches or Masters.	Teachers do not have strategies for 1) rigor that will lead to strong Masters results or 2) scaffolds that will support students to achieve, at minimum, Approaches.
2	Many students do not have a strong sense of academic identity and lack ownership of their goals or perseverance through setbacks.	Teachers do not have strategies to build student ownership through data reflections and celebrations or enough opportunities to teach students to persevere.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	There is no consistent system for homeroom teachers to submit ADA and contact families, leading to missed attendance interventions and inaccurate data.	Homeroom teachers have not been provided with a standardized process or tool (e.g., laminated rosters, digital form) for tracking ADA and communicating same-day with families of absent students.

Performance Objective 2

By Spring 2026, IDEA South Flores College Prep will increase favorable responses on the AEES Staff Survey related to engagement, support, and working conditions, supporting improved staff retention for the 2025-26 school year.

Evaluation Data Source: AEES survey

Strategy 1

IDEA South Flores College Prep will analyze AEES Staff Survey results and implement targeted staff support actions and leadership practices in response to identified needs to improve staff engagement and retention

Strategy's Expected Result/Impact: Improved staff engagement and perceptions of support, as measured by AEES survey results, will contribute to higher teacher retention and staffing stability throughout the 2025-26 school year.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Moderate Progress

November | March | July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Majority of state-tested subjects are not meeting the goal for Approaches or Masters.	Teachers do not have strategies for 1) rigor that will lead to strong Masters results or 2) scaffolds that will support students to achieve, at minimum, Approaches.
2	Many students do not have a strong sense of academic identity and lack ownership of their goals or perseverance through setbacks.	Teachers do not have strategies to build student ownership through data reflections and celebrations or enough opportunities to teach students to persevere.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	There is no consistent system for homeroom teachers to submit ADA and contact families, leading to missed attendance interventions and inaccurate data.	Homeroom teachers have not been provided with a standardized process or tool (e.g., laminated rosters, digital form) for tracking ADA and communicating same-day with families of absent students.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
BRENDA NICOLE FUENTES	TEACHER - INTERVENTIONIST	School-wide Program	1
LORENA PATRICIA CESTOU	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Southeast Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:52 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Goals 4

Goal 1 : Increase overall student achievement in STAAR tested grades by end of school y... 5

Goal 2 : Campus brings the joy through positive student engagement and parent involve... 9

Goal 3 : Implement a consistent weekly operating mechanism to coach and develop 100... 11

Goal 4 : Ensure full implementation of MTSS across all classrooms, with 100% of teacher... 12

Goal 5 : Improve overall data of AEES and increase teacher retention by end of school ye... 13

Title I Summary 16

Title I Personnel 17

Goals

Goal 1 Increase overall student achievement in STAAR tested grades by end of school year.

Performance Objective 1 ☑ High Priority

80% of teachers will achieve proficiency in lesson planning and execution of delivery by end of school year.

Evaluation Data Source: Teachboost ratings

Strategy 1

100% of teachers rated in GET 1A, 3, and 4 by end of Quarter 2. 80% of teachers are proficient or higher by end of quarter 3.

Strategy's Expected Result/Impact: Teachers will see increase in the exit ticket and assessment data.

Staff Responsible for Monitoring: APIs and Principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

Ensure 100% of APIs and teacher managers reach proficiency or higher in giving high-quality feedback in alignment with SLL 3B by end of quarter 1.

Strategy's Expected Result/Impact: Increased teacher performance in GETs 1, 3, and 4.

Staff Responsible for Monitoring: Principal, VP of schools

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 3

Principal will create operating mechanism to do weekly lesson plan norming feedback sessions.

Strategy's Expected Result/Impact: Giving APIs feedback on the quality of their feedback will increase teacher performance.

Staff Responsible for Monitoring: Principal, VP of schools, DLD, instructional coaches

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 2 ☑ High Priority

Implement targeted small group Tier 1 & 2 instruction to increase overall student achievement by 2026 STAAR exam.

Evaluation Data Source: Exit tickets, unit exams, large scale assessments

Strategy 1

Leaders will ensure 100% of 3rd-5th grade EB students are pulled for daily to increase the number of Advanced and Advanced High students as measure by TELPAS at the end of the year.

Strategy's Expected Result/Impact: increased language proficiency will increase overall student performance.

Staff Responsible for Monitoring: Leaders

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

Teachers will increase meets performance by 10% and masters by 5% by STAAR exam by conducting targeted interventions for meets and master students daily during academic block.

Strategy's Expected Result/Impact: Overall increased student performance with small groups

Staff Responsible for Monitoring: All content teachers; leaders

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 3 ☑ High Priority

80% of special education students will demonstrate mastery of their IEP academic goals.

Evaluation Data Source: graded work with implemented accommodations

Strategy 1

Conduct monthly IEP review meetings between special education staff and instructional coaches or administrators to ensure 100% of SPED students accommodations are implemented and evaluated.

Strategy's Expected Result/Impact: increase overall student achievement for all learners

Staff Responsible for Monitoring: Teachers, Inclusion teachers, lead team

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

100% of co-teaching teams will participate in at least four professional development sessions focused on inclusive practices and scaffolding strategies, with 80% of teachers demonstrating implementation through lesson plans, classroom walkthroughs, or peer collaboration logs.

Strategy's Expected Result/Impact: Overall increased student achievement for all learners.

Staff Responsible for Monitoring: Principal, APIs, teachers, regional sped team

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Goal 2 Campus brings the joy through positive student engagement and parent involvement.

Performance Objective 1

100% of teachers drive SEL in classrooms.

Evaluation Data Source: student surveys

Strategy 1

100% of teachers will implement safer, smarter, schools by 2nd month of school and measure student performance through PBIS system.

Formative Reviews

November	March	July

Performance Objective 2

By May 2026, parent participation in school events (e.g., conferences, workshops, family nights) will increase by 25% compared to the 2024-2025 school year, as measured by event sign-in sheets and parent surveys.

Evaluation Data Source: Parents will feel more involved and wanted at the campus.

Strategy 1

PTA will engage and collaborate with at least 80% of school events to support with increased parent engagement by end of school year.

Strategy's Expected Result/Impact: Overall increased family engagement on the campus

Staff Responsible for Monitoring: Lead team and PTA liaison

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July

Goal 3

Implement a consistent weekly operating mechanism to coach and develop 100% of APIs to proficiency in SLL/LC 2A-2C and 3B by end of Q3.

Performance Objective 1

☑ **High Priority**

Use SLLs 2A-2C proficiency rubric and quick check evaluation to create a coaching development plan for each API to reach proficiency

Evaluation Data Source: SLLs and Quick Checks

Goal 4

Ensure full implementation of MTSS across all classrooms, with 100% of teachers consistently documenting interventions and progress monitoring data by the end of the school year.

Goal 5 Improve overall data of AEES and increase teacher retention by end of school year.

Performance Objective 1 ☑ High Priority

100% of GTLs will participate in the following operating mechanisms to increase teacher involvement in making decisions that impacts their roles.
1. Lead Team Huddle (Motivational Mondays)
2. Lead Team tacticals (Monthly)

Evaluation Data Source: Quarterly surveys (2 weeks prior to end of each quarter)

Strategy 1

Admin team will ensure 100% of GTLs are provided consistent coverage to attend at least 7/9 tacticals for school year.

Strategy's Expected Result/Impact: 100% of teachers will feel they are involved in decisions that impact their role.

Staff Responsible for Monitoring: Yolanda Moore, Administrative Assistant
APIs

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 2

100% of GTLs and respective teams will be responsible for hosting a campus outing 1x per school year.

Strategy's Expected Result/Impact: Teachers have more buy-in and opportunity to engage and build trust outside the workplace and more ownership in cultivating a positive work environment.

Staff Responsible for Monitoring: Grade Team Leaders:
Kim Duncan
Nereida Gomez
Mariela Torrez
Kimberly Duncan
Carmetrice Solomon
Andreina Duran
Cara Clarke

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Strategy 3

100% of grade levels will take ownership in leading "Learning To Lead" lessons once per month to increase leadership and growth opportunities.

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Performance Objective 2 ☑ High Priority

80% of teachers will view Southeast Academy as a mentally and healthy place to work that encourages work-life balance.

Evaluation Data Source: APIs delivery quarterly surveys to direct reports
Think Tanks lead monthly during all staff PD

Strategy 1

100% of GTLs will have ownership of behavior system with support from/feedback from APIs.

Strategy's Expected Result/Impact: Establish a biweekly cycle in which each GTL (Grade Team Lead) conducts a behavior-focused walkthrough with their assigned API (Assistant Principal of Instruction), followed by a structured feedback and planning session. The goal is to foster shared ownership, build leadership capacity, and align grade-level behavior systems with schoolwide expectations.

100% of GTLs participate in at least 2 behavior walkthroughs/month with APIs.

GTLs submit a post-walkthrough reflection and action plan within 24 hours.

School sees a decrease in Tier 2/3 referrals in grades with consistent walkthrough coaching.

Staff surveys show increased confidence in GTLs' role in behavior management.

Staff Responsible for Monitoring: Grade Team Leaders:
Kim Duncan
Nereida Gomez
Mariela Torrez
Kimberly Duncan
Carmetrice Solomon
Andreina Duran
Cara Clarke

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
KIAHNA LASHAYE WILLIAMS	COTEACHER	School-wide Program	1
KIMBERLY RENE PARKER	TEACHER - INTERVENTIONIST	School-wide Program	1
LAURA LILIANA CASTORENA	COTEACHER	School-wide Program	1
TANISHA M LEBLANC	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1
Vanant	COTEACHER	School-wide Program	1

IDEA Public Schools

Southeast College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:52 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

Perceptions 9

Goals 11

Goal 1 : Southeast College Prep to achieve 10 percentage point gain in Meets & Masters ... 12

Goal 2 : Increase EB student performance by having 15% of EB students reaching Advan... 15

Goal 3 : Implement a fully operational MTSS system with 100% of identified At-Risk stud... 17

Goal 4 : Southeast College Prep achieve 80% or higher on AEES survey for "I would reco... 19

Goal 5 : 85% of Southeast College Prep students will take student campus survey and fe... 21

Comprehensive Needs Assessment

Demographics

Summary

During the 2024–25 school year, IDEA Southeast College Prep served 379 students across grades 6–9. Our student population remained highly diverse, with 77.57% of students identifying as Hispanic, 17.94% as African American, 2.37% as White, 1.58% as Asian, and 0.53% as Two or More Races.

We continued to serve a high-needs student body, with 92.08% of students identified as Economically Disadvantaged and 63.85% classified as Emergent Bilingual. In addition, 12.40% of students received Special Education services and 4.22% were served through Section 504 plans. Our At-Risk rate remained elevated at 78.13%, with key indicators including Emergent Bilingual status, Economic Disadvantage, and Failed State Assessments.

As the campus expanded its secondary programming, we observed increased enrollment and greater mobility, particularly among new-to-IDEA students. Nearly 72% of new students were identified as At-Risk, often entering with academic gaps. Teacher retention continues to be an area of focus to ensure stability for our growing student body.

Strengths

- Diverse and inclusive school community reflective of our local population.
- Strong supports in place for Economically Disadvantaged students.
- Intentional culture of inclusion and belonging across special programs.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	EB students, who make up nearly two-thirds of the student body, are not yet achieving academic outcomes at the same level as their peers.	Inconsistent use of sheltered instruction strategies campus-wide. Gaps in staff training on language acquisition best practices. High mobility rates impacting instructional continuity for EB students. Limited access to differentiated advanced coursework for EB learners.
2	Teacher retention and instructional consistency continue to be challenges, impacting the campus's ability to deliver high-quality, consistent instruction across all grade levels and student groups.	Stronger onboarding process for Leaders and Teachers so that a firm foundation can be set before stepping into the classroom to service learners. Need for stronger instructional leadership pipeline to support coaching and capacity-building. Limited differentiated supports for teachers new to the campus and/or to teaching diverse learners.

★ = Priority

Student Learning

Summary

During the 2024–25 school year, IDEA Southeast College Prep continued to make gains in student learning outcomes while also identifying key areas for growth. Overall, the campus saw increased participation and performance on state assessments across tested grades 6–9. STAAR data indicates solid progress in Reading and Math, with several grade levels outperforming regional and network trends in *Approaches* and *Meets* rates. However, *Masters* level performance remains an area for focused growth.

Our Emergent Bilingual students, who represent a significant portion of our population, showed mixed outcomes. TELPAS data revealed that only 3% of EB students reached Advanced High composite levels, with the majority progressing at Intermediate and Advanced levels — highlighting a continued need for robust language supports.

The campus also focused on building its secondary pathway and College, Career, and Military Readiness (CCMR) foundation, though access to advanced coursework remains in early stages. Retention and dropout data remained stable, with no significant trends of concern.

As we reflect on the year, ensuring equitable progress for all learners — especially EB, SPED, and At-Risk students — remains a priority. Targeted instructional support, deeper implementation of intervention systems, and intentional leadership around high-rigor instruction will be critical to accelerating student outcomes moving forward.

Strengths

- Increased STAAR performance at *Approaches* and *Meets* levels across core content areas.
- Strong foundational literacy and math instruction, particularly in early secondary grades.
- Continued progress in TELPAS growth, with most EB students moving beyond Beginner levels.
- Stable retention and dropout rates as the secondary program expands.
- Positive growth in teacher understanding of STAAR rigor and alignment practices.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Masters level performance on STAAR assessments remains below target across content areas	Inconsistent focus on depth of knowledge (DOK) and high-rigor instructional practices. Gaps in Tier 1 instruction around complex text and multi-step problem solving. Limited opportunities for students to engage in advanced learning experiences. High teacher turnover in key content areas disrupting instructional consistency.
2	Emergent Bilingual students are not yet progressing at the rate needed to achieve Advanced High TELPAS levels or reach parity on STAAR performance.	Insufficient scaffolding of language development across all content areas. Need for stronger alignment between ESL support and core content instruction. Limited access to advanced literacy and academic language opportunities for EB students.

★ = Priority

Perceptions

Summary

During the 2024–25 school year, IDEA Southeast College Prep prioritized building a positive culture for students, families, and staff as the campus continued to scale its secondary program. Family survey data reflected strong relationships, with 87% of families planning to return and high agreement (over 70%) on key safety, academic rigor, and staff care items. However, family awareness of counseling supports and Title I programming remains an opportunity for growth.

Student perception data indicated mixed experiences. While 72% of students reported that teachers challenge them to do their best, only 18% reported feeling "very safe" at school, and 43% reported that they "like learning" all or most of the time. Student sense of belonging and school climate indicators suggest that greater consistency in campus culture work is needed.

Staff survey results revealed strengths in physical safety and team camaraderie, but lower agreement in areas such as work-life balance, leadership trust, and equitable decision-making. Staff retention remained a significant challenge, with a YTD rate of 69.23% — nearly 19 points below target.

Moving forward, strengthening the staff experience, improving campus safety and climate, and deepening authentic family partnerships will be critical priorities to ensure a cohesive and supportive learning community.

Strengths

- Positive staff feedback of physical safety and meaningful work.
- High student acknowledgement of teachers setting high expectations.
- Sense of camaraderie and peer support reported by staff.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Staff retention and perceptions of leadership effectiveness and support are below network targets, impacting instructional continuity and staff morale.	High workload and burnout risk in a turnaround/ growth environment. Inconsistent communication and transparency around decision-making. Gaps in differentiated leadership development and coaching for teacher-leaders.
2	Inconsistent experiences of school culture and connectedness, with notable gaps in sense of belonging, learning engagement, and student support.	Variability in classroom and campus-wide implementation of culture and climate systems. Limited alignment between student SEL supports and academic systems. High staff turnover disrupting relationship-building and culture consistency

★ = Priority

Goals

Goal 1

Southeast College Prep to achieve 10 percentage point gain in Meets & Masters average on STAAR across tested grades in all content areas

Performance Objective 1

☑ **High Priority**

Increase the percentage of students in 6th-10th grade who meet or exceed the "Meets Grade Level" standard on STAAR Reading by 12 percentage points by June 2026.

Strategy 1

Provide weekly data-driven instruction coaching to STAAR teachers using interim assessment performance

Formative Reviews

November	March	July

Strategy 2

Implement strategic small-group STAAR tutorials based on highest-leverage TEKS gaps.

Formative Reviews

November	March	July

Strategy 3

Use high-rigor STAAR-aligned task in StudyIsland program in Tier 1 instruction to reinforce test-aligned questioning daily.

Formative Reviews

November	March	July

Performance Objective 2

By June 2026, increase the percentage of students receiving SPED services who achieve Meets or Masters on STAAR by 10 percentage points.

Strategy 1

Implement weekly co-teaching planning and IEP-aligned accommodations checks between general and special education teachers.

Formative Reviews

November	March	July

Strategy 2

Monitor student progress on modified STAAR-aligned assessments biweekly.

Formative Reviews

November	March	July

Strategy 3

Provide targeted pull-out intervention for SPED students led by the Resource teacher and inclusion support.

Formative Reviews

November	March	July

Performance Objective 3

100% of students identified as At-Risk will participate in targeted academic interventions during Catalyst Intervention, with progress monitored biweekly in StudyIsland

Strategy 1

Assign content leads to track fidelity of At-Risk academic interventions

Formative Reviews

November	March	July

Strategy 2

Conduct monthly MTSS (RTI) progress review meetings to adjust student plans.

Formative Reviews

November	March	July

Strategy 3

Use Tier 2 intervention blocks to reteach STAAR power standards in small groups.

Formative Reviews

November	March	July

Goal 2 Increase EB student performance by having 15% of EB students reaching Advanced High TELPAS.

Performance Objective 1 ☑ High Priority

By June 2026, increase the percentage of EB students scoring Advanced High on TELPAS Reading to 15%, up from baseline of 7%.

Strategy 1

Embed daily structured academic conversation protocols in core content classrooms.

Formative Reviews

November	March	July

Strategy 2

Provide sheltered instruction training for all teachers of EB students.

Formative Reviews

November	March	July

Strategy 3

Use StudyIsland (or equivalent) weekly for reading comprehension practice for EB students

Formative Reviews

November	March	July

Performance Objective 2

100% of EB students will receive writing support and monitoring through monthly TELPAS-aligned writing

samples scored with the TELPAS rubric.

Strategy 1

Implement TELPAS calibration training for ELA and ESL teachers.

Formative Reviews

November	March	July

Strategy 2

Hold monthly calibration and scoring norming sessions.

Formative Reviews

November	March	July

Strategy 3

Monitor EB writing folders monthly for evidence of student growth.

Formative Reviews

November	March	July

Goal 3

Implement a fully operational MTSS system with 100% of identified At-Risk students receiving Tier 2/3 supports monitored weekly

Performance Objective 1

☑ **High Priority**

By November 2025, 100% of Tier 2/3 students will have intervention trackers in place and be progress monitored weekly through MTSS systems.

Strategy 1

Use Excel tracker to house and monitor student intervention plans.

Formative Reviews

November	March	July

Strategy 2

Train teachers and interventionists to align interventions with root causes identified in student data.

Formative Reviews

November	March	July

Strategy 3

Host monthly Student Support Team (SST) meetings with counselors, SPED, and content leaders.

Formative Reviews

November	March	July

Performance Objective 2

100% of staff will be trained in de-escalation strategies and proactive classroom management techniques by October 2025.

Strategy 1

Implement MTW structures in all classrooms with fidelity checks monthly.

Formative Reviews

November	March	July

Strategy 2

Provide CPI or equivalent training to intervention and culture team staff.

Formative Reviews

November	March	July

Strategy 3

Host classroom management clinics after Q1 student culture walkthroughs.

Formative Reviews

November	March	July

Goal 4

Southeast College Prep achieve 80% or higher on AEES survey for "I would recommend my manger to other IDEA employees" in the 25-26 school year

Performance Objective 1

☑ **High Priority**

Achieve at least 80% favorable on the AEES question "I would recommend my manager..." through biweekly check-ins and feedback surveys

Strategy 1

Implement Leader-to-Staff coaching conversations every 2 weeks using a feedback protocol.

Formative Reviews

November	March	July

Strategy 2

Collect mid-year anonymous pulse check data to adjust leadership development focus.

Formative Reviews

November	March	July

Strategy 3

Celebrate leaders who show strongest growth with monthly spotlights in staff newsletter.

Formative Reviews

November	March	July

Performance Objective 2

Implement a Leader Development Series with 100% participation from GTLs, CTLs, and first-year APs by

March 2026.

Strategy 1

Host monthly leadership PD focused on trust, influence, and teacher coaching.

Formative Reviews

November	March	July

Strategy 2

Pair each instructional leader with a mentor principal or API for shadowing and calibration.

Formative Reviews

November	March	July

Strategy 3

Track growth through pre/post leadership efficacy survey.

Formative Reviews

November	March	July

Goal 5

85% of Southeast College Prep students will take student campus survey and feel a sense of belonging and feel safe at school

Performance Objective 1

☑ **High Priority**

By May 2026, 85% of students will report a sense of belonging on the IDEA student survey.

Strategy 1

Launch a student-led culture council to co-create monthly events and feedback.

Formative Reviews

November	March	July

Strategy 2

Train and give feedback to homeroom teachers on implementing monthly SEL lessons during advisory block.

Formative Reviews

November	March	July

Strategy 3

Implement "Belonging Checks" (student interviews) each semester by grade-level leads.

Formative Reviews

November	March	July

Performance Objective 2

100% of students will participate in a school-wide violence prevention and safety presentation by October

2025.

Strategy 1

Partner with school resource officer and Safe Schools to deliver safety sessions.

Formative Reviews

November	March	July

Strategy 2

Implement reporting system for bullying and safety concerns monitored weekly.

Formative Reviews

November	March	July

Strategy 3

Track behavior referrals and adjust Tier 1 student culture interventions quarterly.

Formative Reviews

November	March	July

Performance Objective 3 ☑ High Priority

By May 2026, at least 75% of parents/guardians will engage in at least one campus-based family event or academic support initiative, as tracked through sign-in logs and event participation records.

Strategy 1

Host quarterly Family Nights focused on academic readiness, SEL, and student celebrations (e.g., STAAR Night, Culture & Curriculum Night).

Formative Reviews

November	March	July

Strategy 2

Launch monthly "Coffee with the Principal" sessions to increase two-way communication between leadership and families.

Formative Reviews

November	March	July

Strategy 3

Implement a Parent Advisory Council (PAC) that meets quarterly to review campus culture, academics, and share input on school initiatives.

Formative Reviews

November	March	July

IDEA Public Schools



Spears Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 08:59 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Data Documentation for CNA 14

Improvement Planning Data 15

Accountability Data 15

Student Data: Assessments 15

Student Data: Student Groups 16

Student Data: Behavior and Other Indicators 16

Employee Data 16

Parent/Community Data 16

Support Systems and Other Data 16

Goals 17

Goal 1 : IDEA Spears Academy will increase student achievement on 3-5 ELA, Math, and ... 18

Goal 2 : IDEA Spears Academy will increase special populations achievement on the 202... 27

Goal 3 : IDEA Spears Academy will increase student persistence during the 2025-2025 a... 30

Goal 4 : IDEA Spears Academy will implement Multi-Tiered System of Supports during th... 33

Goal 5 : IDEA Spears Academy will enhance literacy in K-2 classroom using the DIBELS c... 36

Title I Summary 39

Title I Personnel 40

Funding Summary 41

SCE Accelerated Instruction (PIC 24) 42

IDEA-B (4130) 42

State SPED (PIC 23) 42

State BESL (PIC 25) 42

Title I Parent Reservation (4120-PAR) 43

Comprehensive Needs Assessment

Demographics

Summary

IDEA Spears Academy is a Title I campus that offers quality educational programs and extracurricular activities to students in the grades Kindergarten through 5th grade.

IDEA Spears Academy is a part of one of the fastest growing charter school networks in the Houston Region. Currently, IDEA Academy has a large student enrollment in the the IDEA Public School districts. Our increase in enrollment is attributed to recruitment efforts. New students have enrolled from several different school districts in the Houston Region.

The school's demographics include approximately 98% of the student population is economically disadvantaged, 85% Hispanic, 12% of students with disabilities, and 20% of English Language Learners.

Strengths

Spears Academy EB/EL students progressively showed growth in each district assessment.

CSI students doubled growth and met the goal at 61% overall.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	A significant portion of students at IDEA Spears Academy are not meeting STAAR expectations, with less than 25% of scholars achieving Meets in 3rd-5th grade Math and Science, and declining performance trends in 3rd grade ELA and 5th grade Science. Performance gaps are especially prevalent among Hispanic and SPED students.	SIOP strategies were not implemented with fidelity to support English Learners, impacting our 85% Hispanic population. Approved SpED supplemental aides and accommodations were delayed until after mock STAAR assessments. Inconsistent implementation of rigorous, TEKS-aligned instruction and data-driven reteach cycles. Lack of urgency and accountability in lesson planning, student work analysis, a
2	Across all tested grade levels, fewer than 15% of students are achieving master's on STAAR assessments in Math, ELA, and Science, indicating a lack of rigorous instruction that challenges students at higher cognitive levels.	Lesson plans often focus on procedural or surface-level understanding, lacking depth and alignment to STAAR Masters-level expectations. Teachers are not consistently leveraging exemplars, higher-order questioning, or aggressive monitoring to push students to exceed grade-level standards.
3	SPED student performance remains below district and state expectations, with Meets and Masters percentages in all content areas falling under 20%, further widening achievement gaps.	Inconsistent co-planning and collaboration between Gen Ed and SPED teachers. Interventions and inclusion supports were not targeted by individual student data or implemented early enough in the school year.

 = Priority

Student Learning

Summary

5th Grade ELA has demonstrated steady performance:
§Meets increased from 38% (2022–23) to 43% (2024–25)
§Masters improved from 13% → 19%
4th Grade ELA shows consistency with 68% Approaches and slight Masters growth (9% → 12%).
3rd Grade Math improved over time in Approaches (50% → 57%) though Meets remains low.

Weaknesses
Math is a critical gap across all grades:
§4th Math (2024–25): 42% Approaches, 20% Meets, 3% Masters
§5th Math (2024–25): 51% Approaches, 20% Meets, 10% Masters
5th Science shows inconsistent performance:
§Meets dropped to **6%** in 2023–24, slight recovery to 17% in 2024–25.
3rd Grade ELA regressed from 74% → 60% Approaches and from 14% → 5% master's across three years.

Strengths

1. **5th Grade ELA**
    - Consistent improvement over three years.
    - **Meets:** Increased from 38% (2022–23) to 43% (2024–25)
    - **Masters:** Improved from 13% to 19%, indicating stronger comprehension and writing skills.
2. **4th Grade ELA**
    - Stable performance in Approaches (68%) across years.
    - Gradual growth in Masters (from 9% to 12%) shows increased depth of understanding.
3. **3rd Grade Math**
    - Positive trajectory in Approaches: 50% (2022–23) → 57% (2024–25)
    - Indicates improved foundational numeracy and procedural fluency.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Student achievement in Math across grades 3-5 is significantly below expectations, with Meets and Masters performance levels remaining under 25% for the past three years.	Math instruction lacks consistent alignment to STAAR rigor and TEKS expectations. Daily lessons often focus on procedural fluency without building conceptual understanding or including opportunities for higher-order thinking.
2	3rd Grade ELA performance has declined over the last three years, with Approaches dropping from 74% to 60% and master's from 14% to 5%.	Foundational reading instruction has not been consistently anchored in daily phonics, fluency, and comprehension routines. Additionally, teachers lacked targeted data-driven support to identify and close early reading skill gaps.

★ = Priority

School Processes & Programs

Summary

Professional development for teachers will be intentionally designed to reinforce clear systems, expectations, effective communication, and professional conduct.

Accountability structures will be established and aligned with the Spears Academy Lead Team to ensure consistency and clarity across all campus operations. A Lead Team Core Calendar will be developed, informed by campus needs and data identified during the leader step-back meeting.

Key priorities will include:

- Strengthening teacher development through side-by-side coaching and feedback cycles
- Building strong family partnerships to support student success
- Refining campus-wide communication systems
- Implementing targeted tutoring, Saturday school, and HB1416 interventions for eligible students

These efforts will ensure a cohesive, responsive approach to driving academic growth and improving campus culture.

Strengths

- **Established Leadership Structures**
  - Weekly leader step-back meetings in place to reflect, assess, and drive schoolwide priorities.
- **Emerging Coaching Systems**
  - Side-by-side coaching and lesson plan feedback systems are being implemented to support teacher development.
- **Targeted Interventions**
  - Saturday school, HB1416 tutoring, and accelerated learning plans are in place to support scholars requiring additional academic support.
- **Data-Driven Planning**
  - Use of assessment data to guide reteach, intervention, and instructional shifts across content areas.
- **Family Engagement Initiatives**
  - A growing focus on improving parent partnerships through clearer communication and increased transparency about student learning.
- **Lead Team Collaboration**
  - Development of a core calendar and shared ownership of accountability systems aligned to schoolwide goals.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Despite the presence of coaching and feedback structures, lesson planning and instructional delivery remain inconsistent across classrooms, limiting student access to rigorous, TEKS-aligned instruction.	Coaching systems lack full implementation fidelity, and feedback is not always followed by timely monitoring or support to ensure improvement in instructional practices.
2	Campus-wide communication and accountability systems are not consistently followed, leading to confusion among staff and gaps in execution of schoolwide expectations.	Expectations and systems have been introduced without clearly documented procedures, aligned follow-up, or role clarity across teams, resulting in uneven implementation.

★ = Priority

Perceptions

Summary

A variety of data sources—including staff and student surveys, parent engagement feedback, interviews, focus groups, and community partnership records—were analyzed to assess school culture, communication, engagement, and overall climate at IDEA Spears Academy.

Stakeholder Voice & Engagement:

- **Staff Surveys and Interviews** highlighted a shared commitment to student growth but revealed inconsistencies in communication, accountability, and follow-through of campus systems. Feedback emphasized a need for clearer expectations, timely updates, and a more unified leadership presence.
- **Student Feedback** reflected a desire for more engaging, structured classroom environments, stronger relationships with teachers, and consistent behavioral expectations across classrooms.
- **Parent Engagement Data** showed that while families value school communication, participation in events and decision-making remains limited. Families requested more transparency around academic performance and intervention supports.
- **Focus Groups** with teachers and support staff revealed concerns around workload, behavior management systems, and the need for more recognition and collaboration.
- **Communication Logs** and internal data suggested opportunities to streamline messaging platforms and clarify protocols for school-home and internal communication.

Culture, Climate, and Beliefs:

- Survey data showed strong alignment around the campus belief in student potential and a desire for high expectations, but inconsistent execution of culture systems has impacted day-to-day experiences for both students and staff.
- Teachers expressed a need for more cohesive behavior systems and better alignment between instructional priorities and campus culture goals.

Community Partnerships and Volunteer Involvement:

- Community partnerships exist but are not yet fully leveraged. Volunteer data indicated limited but growing participation, suggesting potential for increased outreach and collaboration with families and local organizations.

Staff Retention:

- Staff retention has improved slightly but remains an area of concern, particularly in high-impact grade levels. Exit interviews indicate that workload, unclear expectations, and a lack of development opportunities contributed to turnover.

Key Themes Across Data Sources:

- The school community values high expectations and student achievement but is calling for stronger alignment between vision and systems.
- Stakeholders are eager for more inclusive, transparent communication and collaborative problem-solving.
- There is a clear opportunity to strengthen culture systems, build leadership capacity, and invest in ongoing staff development to support retention and student success.

Strengths

1. **Shared Belief in Student Potential**

- Staff, students, and families consistently express a strong belief that all scholars can achieve at high levels when supported with the right systems and expectations.

2. **Commitment to the Mission**
    - Surveys and focus groups reveal that staff and families are aligned to IDEA's mission of college readiness and deeply value academic success.
3. **Positive Teacher-Student Relationships**
    - Student feedback highlights that many teachers are caring, supportive, and committed to building strong relationships that support learning and behavior.
4. **Staff Investment and Work Ethic**
    - Staff feedback reflects a culture of hard work and dedication, with many team members going above and beyond to meet student needs despite challenges.
5. **Family Trust and Respect for School Leadership**
    - Parent surveys indicate trust in school leadership and appreciation for the school's efforts to maintain communication and support student growth.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Although staff believe in the mission and value student success, inconsistent execution of systems and lack of follow-through have led to decreased trust and morale among team members.	Frequent shifts in campus priorities, unclear communication of expectations, and limited opportunities for teacher voice in decision-making have contributed to staff feeling unsupported and disconnected from leadership goals.
2	While families generally trust the school, parent feedback indicates they feel under-informed about their child's academic progress and are unsure how to support learning at home.	Communication with families is often reactive rather than proactive, with inconsistent systems in place to share student progress, intervention plans, and clear guidance for home support.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**

Goals

Goal 1 IDEA Spears Academy will increase student achievement on 3-5 ELA, Math, and Science STAAR Assessment.

Performance Objective 1

Implement daily data-driven instructional planning and routinely monitor student progress through measurable outcomes.

Evaluation Data Source: Facilitate weekly data meetings with teachers to review exit tickets, interim assessments, and STAAR-aligned questions.

Utilize item analysis protocols after each assessment to identify low-performing TEKS and strategically spiral them back into instruction.

Implement SWAMs (Student Work Analysis Meetings) to uncover root causes of misconceptions and identify instructional gaps.

Create and execute targeted reteach plans within 48 hours of identifying low performance.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Facilitate weekly data meetings with intentional focus to drive student outcomes. Use these sessions to analyze assessment results, identify trends, and develop targeted instructional adjustments that directly address student needs.

Strategy's Expected Result/Impact: Designate a recurring time on the calendar for grade-level data meetings (Daily for Tier 2 and 3 Teachers during planning).

Use data conversations to address misconceptions and clear re-teach plans.

Focus on 1-2 priority TEKS weekly and track trends in student performance.

Staff Responsible for Monitoring: Content Teachers
SPED Teachers
Assistant Principals of Instruction
Campus Principal
Regional Staff
Regional VP

Funding Sources: SCE Accelerated Instruction (PIC 24), $21,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Execute High-Quality Item Analysis

Strategy's Expected Result/Impact: Immediately after each quiz or assessment, export item-level data into a spreadsheet.

Highlight TEKS with <70% student mastery.

Have teachers analyze distractors to identify specific misconceptions or language gaps.

Plan a reteach strategy based on common misunderstandings.

Staff Responsible for Monitoring: Content Teachers
SPED Teachers
Assistant Principals of Instruction
Campus Principal
Regional Staff
Regional VP

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Use SWAMs to Address Misconceptions

Strategy's Expected Result/Impact: Select a sample of student work (high/mid/low) after each assessment or rigorous exit ticket.

Conduct team analysis of student responses using the SWAM protocol (What was the task? What does the student know? What is missing?).

Teachers adjust upcoming lessons based on identified gaps and misunderstandings.

Admin team provides feedback and ensures action steps are implemented.

Staff Responsible for Monitoring: Content Teachers
SPED Teachers
Assistant Principals of Instruction
Campus Principal
Regional Staff
Regional VP

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July

Strategy 4 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Build & Execute Reteach Plans within 48 hours.

Strategy's Expected Result/Impact: Require teachers to submit reteach plans by the second day after any low-performance check.

Use a template that includes: targeted TEKS, student groupings, specific strategies (modeling, manipulatives, etc.), and exit criteria.

Observe reteach implementation in classrooms and provide real-time coaching.

Track student progress post-reteach to measure effectiveness.

Staff Responsible for Monitoring: Content Teachers
SPED Teachers
Assistant Principals of Instruction
Campus Principal
Regional Staff
Regional VP

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July

Strategy 5 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Monitor Progress & Adjust Weekly

Strategy's Expected Result/Impact: Use a campus-wide tracker that displays student mastery by TEK and by assessment.

Celebrate weekly data wins and spotlight effective teacher practices in team meetings.

Adjust the scope and sequence when reteach cycles show significant gaps.

Staff Responsible for Monitoring: Content Teachers
SPED Teachers
Assistant Principals of Instruction
Campus Principal
Regional Staff
Regional VP

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July

Performance Objective 2 ☑ High Priority

IDEA Spears Academy will increase percents meets to 45% on the Reading STAAR across all tested grade levels.

Evaluation Data Source: STAAR Performance Data
Primary Metric: Final STAAR results for 3rd-5th grade Reading.

Evaluation: Compare the percentage of students meeting the "Meets" standard in Reading from the 2024-2025 school year to the previous year (baseline).

Target: 45% or higher Meets across all tested grade levels.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Identify Game Changer scholars and facilitate weekly data-driven conversations with ELA and SPED teachers to monitor progress, address learning gaps, and adjust instruction accordingly.

Strategy's Expected Result/Impact: Address Student Misconceptions to target during Academic Block
Teachers pull and work with priority scholars during Exit Ticket
Track scholars' performance using Individualize growth trackers

Staff Responsible for Monitoring: Principal
ELA Assistant Principal of Instruction
SPed Inclusion Teacher
ELA Teachers
Tutors

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July

Performance Objective 3 ☑ High Priority

IDEA Spears Academy will increase percents meets to 45% on the Math STAAR across all tested grade levels

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implement Daily Aggressive Monitoring with STAAR-Aligned Exemplar Work

Strategy's Expected Result/Impact: Teachers will create daily exemplar responses aligned to STAAR Meets-level expectations.

During independent practice, teachers will actively monitor student work using aggressive monitoring trackers, coding student errors in real time.

Targeted small groups will be pulled immediately based on student misunderstandings identified through aggressive monitoring.

Staff Responsible for Monitoring: Principal
Math Assistant Principal of Instruction
Sped Inclusion Teacher
Tutors
Math Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Daily Spiral Review with STAAR-Aligned Error Re-Drills

Strategy's Expected Result/Impact: Purpose: Reinforce mastery of high-leverage TEKS and address common misconceptions identified in mock and STAAR data.

Action Steps:

Implement a Daily STAAR Spiral Do Now with 3-5 STAAR-aligned questions targeting:

Prior low-performing TEKS from mock/STAAAR analysis.

Previously missed exemplar problems tracked in aggressive monitoring.

Use exit ticket error data to drive the next day's spiral items.

Require weekly student trackers of most-missed problem types and have scholars self-monitor growth.

Ensure reteach plans target misconception categories (e.g., computational error vs. procedural misunderstanding).

Staff Responsible for Monitoring: Principal
Math Assistant Principal of Instruction
Sped Inclusion Teacher
Tutors
Math Teachers

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July

Strategy 3 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Aggressive Monitoring Anchored in STAAR-Aligned Exemplar Pathways

Strategy's Expected Result/Impact: Purpose: Improve students' approach to multi-step math problems by aligning their independent practice to STAAR rigor and monitoring with intentionality.

Action Steps:

All math teachers will:

Create daily exemplar student responses for Meets-level expectations with solution pathways and common misconceptions annotated.

Use color-coded aggressive monitoring trackers (e.g., green = correct method; yellow = partial; red = misconception).

Provide in-the-moment feedback using pre-written STAAR-aligned prompts (e.g., "What's the first step? Is this reasonable?").

Leadership will:

Conduct biweekly aggressive monitoring audits to ensure trackers reflect accurate coding and reteach is implemented within 48 hours.

Coach for consistency in error identification and scholar feedback during math blocks.

Staff Responsible for Monitoring: Principal
Math Assistant Principal of Instruction
Sped Inclusion Teacher
Tutors
Math Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July

Performance Objective 4 ☑ High Priority

IDEA Spears Academy will increase percents meets to 45% on the Science STAAR across all tested grade levels

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

STAAR-Focused Weekly TEKS Reteach with Visual Anchor Support

Strategy's Expected Result/Impact: Purpose: Close content gaps in readiness TEKS by reteaching through high-impact visuals and interactive learning routines.

Action Steps:

Analyze student performance data weekly to identify most-missed readiness TEKS

Implement a weekly reteach block using:

Visual anchors (diagrams, flowcharts, process models).

Interactive notebooks with sentence stems

Use entry/exit slips aligned to STAAR stems to measure reteach effectiveness.

Require students to explain answers orally using academic vocabulary and grade-level sentence frames.

Staff Responsible for Monitoring: Principal
Science Assistant Principal of Instruction
Sped Inclusion Teacher
Tutors
Science Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

Formative Reviews

November	March	July

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Aggressive Monitoring with STAAR-Style Item Practice

Strategy's Expected Result/Impact: Purpose: Strengthen student response quality during independent work by identifying misconceptions in real time.

Action Steps:

Teachers create daily exemplar responses aligned to STAAR question types (2-step processes, chart/graph analysis, cause-effect).

During independent work, teachers:

Use aggressive monitoring trackers to code errors (vocabulary confusion, misread diagram, procedural error).

Provide in-the-moment feedback to redirect thinking and reteach key terms.

Pull small groups daily based on hot zone trends

Leaders conduct weekly walkthroughs focused on the quality of exemplars, monitoring, and real-time feedback loops.

Staff Responsible for Monitoring: Principal
Science Assistant Principal of Instruction
Sped Inclusion Teacher
Tutors
Science Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

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

Formative Reviews

November	March	July

Goal 2 IDEA Spears Academy will increase special populations achievement on the 2025-2026 school year.

Performance Objective 1 ☑ High Priority

By the end of the 2025-2026 school year, IDEA Spears Academy will increase overall STAAR Meets performance to 60% across all tested subjects and demonstrate measurable growth in Closing the Gaps for SPED and EB subpopulations by implementing high-leverage coaching cycles, data-driven instruction, and targeted intervention supports aligned to TEA Domain 1, 2, and 3 expectations.

Evaluation Data Source: STAAR Released Data & TEA Accountability Reports

Use past STAAR data (2024-2025) to set performance baselines.

Access Accountability Reports and STAAR Student Portal for current-year performance updates.

Campus-Wide Dashboards or Leadership SpreadsheetsCreate a shared campus data tracker aligned to Domains 1, 2, and 3.

Include:

Weekly exit ticket trends

Interim/mock exam item analyses

Scholar group progress (bubble kids, SPED, EB)

Used in leadership data huddles and PLCs.

HB1416 Tutoring Logs & Assessment Data

Track attendance and mastery of accelerated instruction scholars.

Access through tutoring trackers, teacher anecdotal notes, and mastery check data.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

100% of core content teachers will engage in biweekly coaching cycles, and 90% of those cycles will result in an observable improvement in student performance -- as evidenced by a minimum 10% increase in exit ticket or interim assessment scores within two weeks of implementation.

Strategy's Expected Result/Impact: Coaching logs submitted and tracked in TeachBoost or campus tracker.

Exit ticket/interim data comparison pre- and post-coaching.

Principal/AP observation confirming implementation of coached action steps.

Monthly data review showing % of coaching cycles with positive student impact.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
Regional Coaches
VP
Content Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

By March 2026, 100% of tested grade-level teachers will implement a weekly 45-60-minute STAAR Mastery Block, with at least 85% of Tier 2 and Tier 3 scholars demonstrating a 10-15% increase in performance on targeted TEKS, as measured by biweekly exit tickets, mock assessments, or mastery checks.

Strategy's Expected Result/Impact: Mastery Block schedules submitted and reviewed by instructional leadership weekly.

Intervention group rosters created using mock, interim, and HB1416 data.

Scholar progress tracked using color-coded data folders or Google Sheets by TEKS strand.

Biweekly leader check-ins reviewing:

% of scholars showing growth in targeted TEKS

Implementation fidelity using walkthrough rubrics or observation forms

Adjustments to intervention groupings based on latest data

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
Regional Coaches
VP
Content Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July

Goal 3 IDEA Spears Academy will increase student persistence during the 2025-2025 academic school year.

Performance Objective 1 ☑ High Priority

Ensure all EB scholars receive consistent, scaffolded language support during core instruction and targeted interventions, resulting in 70% or more showing growth in Listening, Speaking, Reading, or Writing domains on TELPAS, as measured by 2026 composite scores.

Evaluation Data Source: TELPAS Score Comparison (2024 vs. 2025))

Review composite scores and domain-level progress.

Calculate % of EB scholars who gained at least 1 proficiency level in any domain.

Data Source: TEA TELPAS Summary Report, Student Roster by Domain

Instructional Walkthroughs with Language Look-Fors

Use a TELPAS Look-For Tool to track use of:

Sentence stems

Vocabulary routines

Academic discussion protocols

Target: 100% of EB-inclusive classrooms show evidence 2x monthly.

Progress Monitoring with Rubric-Aligned Assessments

Conduct biweekly TELPAS-style tasks (e.g., writing samples, speaking recordings).

Use TELPAS rubrics to score and track growth over time.

Track % of students showing at least 1 rubric level of growth each quarter.

Small Group Intervention Logs

Monitor weekly attendance and participation of EB students in TELPAS intervention groups.

Cross-check intervention students' growth on TELPAS domains (Writing/Speaking) at MOY and EOY.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Embed Daily Academic Language Routines in Core Content Instruction

Strategy's Expected Result/Impact: Measurable Actions:

100% of core content teachers will implement daily structured language supports (e.g., sentence stems, vocabulary banks, turn-and-talks) observable in lesson plans and walkthroughs.

ILT will complete biweekly classroom observations to confirm academic language use in all EL-inclusive classrooms.

Leadership will track student performance growth on campus-based TELPAS-aligned writing rubrics or speaking protocols every 3 weeks.

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
Regional staff
VP

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Launch Small-Group TELPAS Growth Interventions for Speaking & Writing using Summit K-12 and Lexia

Strategy's Expected Result/Impact: Measurable Actions:

Identify and group all Beginning and Intermediate ELs for focused small group instruction in Speaking and Writing 2x per week, using past TELPAS rubric strands.

Use a TELPAS-aligned speaking/writing tracker to assess progress every 3 weeks (scored by rubric).

80% of targeted students will demonstrate at least one rubric level gain by mid-year (January MOY TELPAS practice check).

Staff Responsible for Monitoring: Principal
Assistant Principals of Instruction
Regional staff
VP

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July

Goal 4 IDEA Spears Academy will implement Multi-Tiered System of Supports during the 2025-2026 academic year.

Performance Objective 1 ☑ High Priority

Reduce mid-year student withdrawals by proactively identifying high-risk scholars and implementing targeted family engagement, attendance interventions, and academic/social supports--resulting in no more than 5% cumulative withdrawals by May 2026.

Evaluation Data Source: Monthly Persistence Rate Monitoring

Use PowerSchool or campus SIS to track monthly student withdrawal data.

Calculate cumulative withdrawal percentage monthly and compare against goal trajectory.

Success Metric: No more than 5% of total enrolled students withdraw by May 2026.

At-Risk Watchlist Tracker

Maintain a dynamic list of students flagged for:

Low attendance (below 90%)

Academic failure (failing 2+ core subjects)

Behavioral incidents

Parent communication challenges

Track monthly interventions per student (e.g., phone calls, meetings, mentor check-ins).

Success Metric: At least 85% of students on the watchlist remain enrolled through EOY.

Family Communication & Engagement Logs

Require teachers and ops staff to log family contacts (calls, meetings, home visits).

Leadership reviews logs biweekly for follow-up and fidelity. (Mission List)

Success Metric: 100% of high-risk families receive at least one proactive contact per month.

End-of-Year Persistence Survey

Survey withdrawn families (via exit interviews or follow-up calls) to identify preventable vs. non-preventable causes.

Use data to refine next year's intervention plan.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implement a Tiered At-Risk Student Watchlist with Monthly Intervention Tracking

Strategy's Expected Result/Impact: Measurable Actions:

Develop and update a Persistence Watchlist biweekly based on attendance, academic failure, behavior, or parent concerns.

Assign each at-risk student a designated Persistence (e.g., teacher, leader, staff).

Track monthly touchpoints and intervention outcomes (e.g., parent meetings, home visits, behavior supports).

Success Metric: At least 85% of watchlist students remain enrolled by EOY.

Staff Responsible for Monitoring: Principal
School Counselor
Teachers
Assistant Principal of Operations
SIS

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Strengthen Family Partnerships Through Monthly Engagement and Communication Routines

Strategy's Expected Result/Impact: Measurable Actions:

Host monthly family engagement touchpoints (e.g., coffee with the principal, parent workshops, student-led conferences).

Require monthly proactive calls from teachers or ops staff for all students scoring below 80% attendance or flagged on the watchlist.

Log all communication in a shared family contact tracker reviewed by leadership biweekly.

Success Metric: At least 90% of families report high satisfaction with communication on the EOY family survey.

Staff Responsible for Monitoring: Principal
School Counselor
Teachers
Assistant Principal of Operations
SIS

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July

Goal 5 IDEA Spears Academy will enhance literacy in K-2 classroom using the DIBELS curriculum.

Performance Objective 1 ☑ High Priority

Increase daily student attendance through a proactive system of family communication, classroom incentives, and targeted interventions--resulting in at least a 2% increase from the 2024-2025 attendance average and meeting or exceeding the 97% campus benchmark.

Evaluation Data Source: Weekly & Monthly Attendance Rate Tracking

Use PowerSchool or campus SIS to generate weekly and monthly attendance reports.

Compare current year's cumulative attendance average to the 2024-2025 baseline.

Success Metric: Campus shows a 2%+ increase over 2024-2025 and sustains 97% or higher average daily attendance by May 2026.

At-Risk Attendance Tracker by Tier

Maintain a tiered list of students falling below attendance thresholds (Tier 1: 95-96%, Tier 2: 90-94%, Tier 3: <90%).

Track interventions such as parent calls, attendance contracts, and home visits.

Success Metric: At least 80% of Tier 2/3 students show improved attendance (by 2% or more) within 6 weeks of intervention.

Incentive Participation Logs

Homeroom teachers submit weekly attendance incentive trackers (e.g., perfect attendance, most improved).

Leadership reviews participation and effectiveness biweekly in attendance huddles.

Success Metric: At least 90% of homerooms participate in weekly incentive campaigns and show gains over time.

Parent Communication Logs

Teachers and ops staff log all attendance-related contacts (calls, texts, conferences) in a shared tracker.

Success Metric: 100% of families of students with <95% attendance receive at least one contact per month.

Strategy 1 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Launch a Tiered Attendance Intervention System for At-Risk Scholars

Strategy's Expected Result/Impact: Measurable Actions:

Identify students with attendance below 95% biweekly using PowerSchool or SIS reports.

Assign each student to a tiered intervention level (Tier 1: 95-96%, Tier 2: 90-94%, Tier 3: below 90%).

Implement corresponding interventions:

Tier 1: Teacher call home + class incentive.

Tier 2: Parent conference + goal setting.

Tier 3: Leadership meeting + attendance contract + home visits.

Success Metric: At least 80% of Tier 2/3 students increase attendance by 2% within 6 weeks of intervention.

Staff Responsible for Monitoring: Principal
Assistant Principal of Operations
Assistant Principals of Instruction
School Counselor
SIS

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July

Strategy 2 ☑ Targeted Support Strategy ☑ Additional Targeted Support Strategy ☑ Results Driven Accountability

Implement Daily and Weekly Attendance Incentive Campaigns

Strategy's Expected Result/Impact: Measurable Actions:

Track daily and weekly homeroom attendance rates and post publicly on campus data walls.

Celebrate high-performing homerooms through:

Weekly shoutouts on announcements

Monthly class awards (pizza party, extra recess, etc.)

Perfect attendance scholar recognition at assemblies

Teachers input daily attendance incentives into a shared tracker reviewed by leadership weekly.

Success Metric: At least 90% of homerooms meet or exceed 97% daily attendance 3+ times per week.

Staff Responsible for Monitoring: Principal
Assistant Principal of Operations
Assistant Principals of Instruction
School Counselor
SIS

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
MAKAYLA ARLENE CONTRERAS	COTEACHER	School-wide Program	1
SANDRA LEE GARZA	COTEACHER	School-wide Program	1
SHEMIKA NICOLE DUNBAR	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1
WANDA RUBY RAMIREZ	COTEACHER	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	$21,000.00
				Sub-Total	$21,000.00
				Budgeted Fund Source Amount	$53,617.18
				+/- Difference	**$32,617.18**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,586.80
				+/- Difference	**$3,586.80**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,539.73
				+/- Difference	**$5,539.73**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$9,468.19
				+/- Difference	**$9,468.19**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,668.03
				+/- Difference	**$3,668.03**

IDEA Public Schools



Spears College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:00 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Goals 7

Goal 1 : IDEA Spears College Prep will achieve a C rating from TEA by the end of 2025-2... 8

Goal 2 : IDEA Spears College Prep will increase 6th - 10th Math STAAR AA scores by 15%. 9

Goal 3 : IDEA Spears College Prep will increase 6th - 10th ELA STAAR AA scores by 15% 10

Goal 4 : IDEA Spears College Prep will Increase overall Student Persistence by 10% 11

Goal 5 : IDEA Spears College Prep will decrease chronic absenteeism by 3 percentage p... 12

Title I Summary 13

Title I Personnel 14

Comprehensive Needs Assessment

Demographics

Summary

Idea Spears College Prep is a Title 1 campus that offers quality educational programs and extracurricular activities to students in grades 6th through 11th grade. IDEA Spears College Prep is a part of one of the fastest growing charter school networks in the Greater Houston region. Our increase in enrollment is attributed to recruitment efforts after the pandemic. The school's demographics include majority Title 1 identified students.

Strengths

IDEA offers a competitive salary for teachers with experience. Additionally, IDEA is achieving its mission of college for all in serving a majority of economically disadvantaged students. Spears College Prep specifically 85% Overall Student Persistence.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Gap in Student Attendance, as we were at approximately 95% ADA this year, despite the goal being 97%	Lack of Parent Accountability of ADA, although we made an improvement on the campus ADA, there was a lack of parent following through with commitment to action.
2	Gap in Student Persistence; due to student behavior consequences.	Increased accountability - students were OSS/ISS or expelled.

★ = Priority

Goals

Goal 1 IDEA Spears College Prep will achieve a C rating from TEA by the end of 2025-2026

Performance Objective 1 ☑ High Priority

42% of EB students taking TELPAS assessments will maintain or increase a proficiency level by the end of the 25-26 school year. ((TEC 11.253(d)(2)).

Evaluation Data Source: Summit K-12, Lexia, IXL Reading

Strategy 1

Students will engage with LEXIA, Summit K-12 and IXL Reading during Academic Block and Elective Classes.

Formative Reviews

November	March	July

Goal 2 IDEA Spears College Prep will increase 6th - 10th Math STAAR AA scores by 15%.

Performance Objective 1 ☑ High Priority

Increase SpEd to 60% Approaches on STAAR

Evaluation Data Source: Mock exams, Formative and summative assessments

Goal 3 IDEA Spears College Prep will increase 6th - 10th ELA STAAR AA scores by 15%

Performance Objective 1

6th Math- Algebra 1 will increase by 15% the percentage of students scoring at Approaches, Meets, and Masters.

Goal 4 IDEA Spears College Prep will Increase overall Student Persistence by 10%

Goal 5

IDEA Spears College Prep will decrease chronic absenteeism by 3 percentage points and finish the year at 10% or below

Title I Summary

Title I Personnel

Name	Position	Program	FTE
SEMORA LENAIL FOBBS	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Sports Park Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:37 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 9

School Processes & Programs 13

Perceptions 17

Priority Problem Statements 19

Data Documentation for CNA 22

Improvement Planning Data 23

Accountability Data 23

Student Data: Assessments 23

Student Data: Student Groups 24

Student Data: Behavior and Other Indicators 24

Employee Data 24

Parent/Community Data 24

Support Systems and Other Data 25

Goals 26

Goal 1 : Increase Overall Student Persistence. 27

Goal 2 : Increase Daily Attendance. 30

Goal 3 : Reduce Behavior Referrals. 33

Goal 4 : Improve Overall STAAR SAS on All Combined STAAR Assessments. 35

Goal 5 : Increase DIBELs in K-2. 41

Title I Summary 44

Title I Personnel 45

Funding Summary 46

SCE Accelerated Instruction (PIC 24) 47

IDEA-B (4130) 47

State SPED (PIC 23) 47

State BESL (PIC 25) 47

Title I Parent Reservation (4120-PAR) 48

Comprehensive Needs Assessment

Demographics

Summary

IDEA Sports Park Academy: School Profile

IDEA Sports Park Academy is a public charter school located on the north side of Brownsville, Texas, near the community of Olmito. Since opening its doors in Fall 2020 with grades K–2, the academy has grown steadily and now serves students in grades K–5, with a current enrollment of approximately 584 students.

Student Demographics

IDEA Sports Park Academy is proud to serve a diverse and vibrant student population. Key demographic highlights include:

- **Emergent Bilingual (EL) Students:** 338
- **Students Receiving Special Education Services (SPED):** 93
- **Hispanic Students:** 559
- **White Students:** 4
- **Male Students:** 327
- **Female Students:** 257
- **Economically Disadvantaged Students:** 527
- **First-Year in the U.S. & RTI Status:** 51

Attendance Overview (Year-to-Date Cumulative Rates by Grade)

- **Kindergarten:** 92.90%
- **1st Grade:** 94.16%
- **2nd Grade:** 95.45%
- **3rd Grade:** 95.60%
- **4th Grade:** 94.56%
- **5th Grade:** 95.10%
  Enrollment Overview (Year -to-Date Cumulative by Grade):584
  - **Kindergarten:** 61
  - **1st Grade:** 71
  - **2nd Grade:** 100
  - **3rd Grade:** 117
  - **4th Grade:** 117
  - **5th Grade:** 118

Academic and Enrichment Programs

Students at IDEA Sports Park Academy engage in a comprehensive and rigorous academic curriculum that includes Reading, English Language Arts (ELA), Math, Science, Humanities, and more. Instruction is carefully tailored to meet the diverse learning needs of all

students, including:

- Special education supports
- Accelerated Reader program
- Targeted tutorials and interventions

Daily social-emotional learning activities and structured physical education promote whole-child development. In addition, after-school programs provide enrichment opportunities through sports, art, academic support, and other engaging activities. All students are expected to meet or exceed the standards set by the State of Texas Assessment of Academic Readiness (STAAR).

Faculty and Staff

The academy is supported by a dedicated team of education professionals, including:

- **29 teachers**
- **12 co-teachers**
- **1 tutor**
- **7 administrative staff members**

2024–2025 School Year Priorities

This year, IDEA Sports Park Academy is focused on three key strategic priorities:

1. **Cultivating a strong culture of reading and writing**
2. **Improving daily student attendance**
3. **Strengthening instructional planning systems and readiness**

2024–2025 Strategic Goals:

1. **College Matriculation:**
   Ensure that 100% of IDEA students matriculate into a college or university upon graduation.
2. **Academic Excellence:**
   Achieve an "A" rating from the state accountability system through high-quality instruction, effective leadership, and data-driven decision-making.
3. **Student Persistence:**
   Increase student retention by creating a supportive, engaging, and inclusive school environment that meets the academic and social-emotional needs of all learners.
4. **Daily Attendance:**
   Improve average daily student attendance through consistent monitoring, family engagement, and responsive interventions.
5. **Staff Retention:**
   Increase staff retention by cultivating a positive, mission-aligned work culture with strong support, recognition, and opportunities for professional growth.

With a commitment to academic excellence, student well-being, and continuous improvement, IDEA Sports Park Academy is building a strong foundation for lifelong learning.

Strengths

24-25 School Year

-Scaling Campus of the Year

-Significant Growth & Achievement

24-25 School Year (Pending STAAR Results)

24-25 STAR Mock Overall Data:

Domain 1
Score Earned:72 (C)

Domain 2
Score Earned:81 (B)

Domain 3
Score Earned:77 (C)

Overall Score:
80 (B)

Domain 1 Scale Score	Domain 2 Academic Growth Scale Score	Domain 2 Relative Performance Scale Score	Best of Domain 1 & 2 Scale Score	Domain 3 Scale Score	Overall Scale Score	Grade
72	70	81	81	77	80	B

1. **High Proportion of Emergent Bilingual (EL) Students (58%)**
    - **Strength:** The school is serving a linguistically rich population (338 out of 584 students), indicating strong engagement with bilingual and multicultural learners.
    - **Implication:** This creates opportunities to develop bilingual instruction models and celebrate linguistic diversity, positioning the school to implement highly targeted language development programs.
2. **Predominantly Hispanic Population (96%)**
    - **Strength:** With 559 out of 584 students identifying as Hispanic, the school is well-positioned to build a culturally responsive curriculum that honors and reflects the backgrounds of the majority of its students.
    - **Implication:** A clear opportunity exists to integrate culturally relevant pedagogy, family engagement, and community connections that resonate with students' identities.
3. **Strong Female Representation in Leadership Opportunities**
    - While males outnumber females (327 male vs. 257 female), the nearly balanced gender split still allows for programs that promote equity, especially in STEM or leadership roles for girls.
4. **High Percentage of Economically Disadvantaged Students (90%)**
    - **Strength:** Serving 527 economically disadvantaged students shows the school's commitment to equity and access in underserved communities.
    - **Implication:** The school is eligible for targeted state and federal resources, grants, and support programs, and it can become a model of success in overcoming economic barriers through high expectations and strong support systems.
5. **Dedicated Support for Special Populations**
    - With 93 students receiving SPED services (approx. 16%) and 51 first-year-in-U.S./RTI students, IDEA Sports Park is clearly committed to inclusive education practices.
    - **Strength:** The presence of specialized programs and personnel demonstrates a strong support infrastructure for diverse learning needs.
6. **Positive Attendance Patterns in Upper Grades**
    - Attendance rates improve progressively from Kinder (92.90%) to 5th grade (95.10%), with an overall average of 94.81%.
    - **Strength:** This trend suggests growing student engagement and persistence as students advance through the grade levels, a good indicator of school climate and satisfaction.
7. **Robust Academic and Enrichment Programs**
    - Programs such as Accelerated Reader, targeted tutorials, social-emotional learning, and structured after-school activities enrich the educational experience, making the school attractive to diverse learners and fam

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	1. There is a need to implement the ADA Escalation Matrix with fidelity to improve daily attendance and consistently meet the district goal of 94.4%.	Transfer and current students with a history of chronic absenteeism were not identified or addressed early through attendance contracts or targeted interventions, resulting in continued low daily attendance.
2 ★	2. The campus is experiencing an enrollment gap due to the underrepresentation of certain student groups, suggesting a need for more effective outreach, marketing, and program offerings to attract and retain a diverse student population.	Limited visibility and promotion of the campus and its offerings have contributed to the underrepresentation of student groups in enrollment.
3	3. The campus is facing challenges with staff retention, as evidenced by the departure of six staff members. These turnover impacts instructional consistency, student relationships, and campus culture.	Lack of retention strategies and support systems to keep staff engaged and committed to the campus long-term.
4	4. Staff are experiencing a rise in workload and responsibilities due to increased student needs, complex documentation requirements, and frequent operational changes, impacting morale, efficiency, and focus on individualized student support.	High student-to-staff ratios and growing compliance and documentation demands--particularly in SPED and RISE--are creating an unsustainable workload, which is directly impacting teacher effectiveness, morale, and retention.

★ = Priority

Student Learning

Summary

Domain I: Score Earned- 72-C

STAAR
Weight: 100%

Subject	# Approaches	# Meets	# Masters	Total	Raw Score	Scale Score
(All Tests)	541 (74%)	304 (41%)	114 (16%)	734	44	72
3rd Math	72	30	6	102		
3rd Reading	70	43	9	102		
4th Math	62	35	12	106		
4th Reading	90	45	21	106		
5th Math	74	38	8	105		
5th Reading	89	56	30	108		
5th Science	84	57	28	105		

CCMR
Weight: 0%

If you have not done so, please use the Update CCMR Status Tool to update your Class of 2024

N/A

Graduation Rate
Weight: 0%

N/A

Domain II: Score Earned- 81-B

Academic Growth
Scale Score Earned: 70

Subject	# Not Met (0 pt)	# Maintain (0.5 pt)	# Met or Exceed (1 pt)	# Acceleration (1.25 pts)	Total Tests	Raw Score	Scale Score
(All Tests)	129 (0 pt)	67 (33.5 pt)	177 (177 pt)	40 (50 pt)	413	63	70
4th Math	40	17	40	6	103		
4th Reading	34	17	40	12	103		
5th Math	32	21	41	8	102		
5th Reading	23	12	56	14	105		

Relative Performance
Scale Score Earned: 81

Domain 1 STAAR Raw Score	Domain 1 CCMR Raw Score	Fall Snapshot ECD	Scale Score
44	--	92.2	81

Domain III: Score Earned- 77-C

Overall Domain 3 Calculation			
Component	% of Points Achieved	Weight	Total Points
Academic Achievement	38	0.3	11.4
Academic Growth	50	0.5	25
Graduation Rate	0	0	0
CCMR	0	0	0
Student Achievement Domain Score	67	0.1	6.7
English Language Proficiency	100	0.1	10
Raw Score			53
Scale Score			77

Overall Score- 80-B

Domain 1
Score Earned:72 (C)

Domain 2
Score Earned:81 (B)

Domain 3
Score Earned:77 (C)

Overall Score:
80 (B)

Domain 1 Scale Score	Domain 2 Academic Growth Scale Score	Domain 2 Relative Performance Scale Score	Best of Domain 1 & 2 Scale Score	Domain 3 Scale Score	Overall Scale Score	Grade
72	70	81	81	77	80	B

YTD Data:

Kinder-2nd Math: 90/79/49= 72 SAS

Kinder-2nd ELA: 75/53/28= 52 SAS

K-2nd DI: K- 37%, 1st- 57%, 2nd- 62%

Kinder-4th Science: 89/76/48= 71 SAS

Kinder-5th Humanities: 86/71/47= 68 SAS

Strengths

Student Learning Summary:

Teachers and administrators work collaboratively to analyze assessment data in order to strategically backwards plan instruction, identify learning gaps, and implement targeted reteaching and remediation. This data-driven approach ensures that foundational skills are reinforced, setting students up for long-term success. We cultivate a culture of high expectations by motivating students to pursue ambitious academic goals, and we celebrate their progress and achievements along the way to foster a sense of pride and ownership in their learning.

Instruction is differentiated to meet the diverse needs of all learners, both during the school day and through extended learning opportunities after school. Our commitment to equity and excellence is reflected in the tailored support we provide to every student. Above all, we prioritize creating a joyful, welcoming environment where students feel safe, valued, and encouraged to take academic risks. Through this holistic approach, we empower students to thrive academically, socially, and emotionally.

After assessments, teachers and administrators engage in a detailed analysis of the collected data. This process involves:

- Backwards Planning: Using the data, teachers adjust their instruction by starting with the desired outcomes and planning backwards. This ensures that all necessary skills and knowledge are covered systematically.
- Reteaching: Teachers use insights gained from data analysis to reteach specific content areas where students showed weaknesses, using different approaches to ensure better understanding.
- Remediation: For students with significant gaps, targeted remediation lessons are developed to provide additional support. This might include one-on-one tutoring, small group instruction, or computer programs.
- Motivating Students and Celebrating Achievements
- Flexible Grouping: Group students dynamically based on their current understanding and needs. Groups can be fluid and change as students progress.

Student Learning Needs:

Students in the At-Risk, Special Education, English Language Learner (ELL), and (CSI) subpopulations continue to experience persistent challenges in core academic areas, particularly Reading and Mathematics. These gaps in achievement highlight the urgent need for targeted interventions and systemic support to ensure that all students, regardless of background or learning needs, have equitable access to high-quality instruction and the opportunity to succeed.

To address these academic disparities and raise performance across all tested subjects, the campus will prioritize high-impact professional development for teachers. This professional development will focus specifically on strategies that enhance rigor and relevance in daily instruction, equipping educators with tools to challenge students intellectually while connecting learning to real-world applications. Emphasis will also be placed on culturally responsive teaching, scaffolding strategies, and differentiated instruction to meet the diverse needs of learners in these critical subgroups.

Additionally, a key component of our schoolwide improvement plan will involve conducting comprehensive vertical alignment across all core subject areas. By ensuring that learning standards and expectations are clearly connected and scaffolded from one grade level to the next, we can create a seamless continuum of learning that builds upon students' prior knowledge and strengthens foundational skills. Cross-grade collaboration among teachers will be encouraged to identify academic gaps, align instructional strategies, and maintain consistency in expectations and academic language.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	There is a need to align the district's curriculum in grades K-5 with the rigor and expectations of the Texas Essential Knowledge and Skills (TEKS), while also ensuring that instruction is differentiated to meet the diverse academic and language needs of all students.	Current instructional programs offer limited TEKS alignment and are more closely aligned with Common Core standards, resulting in gaps in content coverage and instructional rigor. Teachers in grades K-5 often lack the resources, training, and technology necessary to provide differentiated, TEKS-based instruction.
2 ★	Teachers are not consistently using student data to drive instruction, resulting in missed opportunities to address learning gaps and tailor support to individual student needs. Across the campus, data is collected but not routinely analyzed to inform instructional adjustments, and many students are not receiving timely, targeted feedback or interventions based on their performance.	Teachers need more structured support and training on how to analyze assessment data effectively and translate it into actionable instructional changes. Many teachers are unsure how to identify specific misconceptions, group students strategically, or implement differentiated strategies based on data trends.
3	There is a need to support English Learner (EL) students in the areas of listening, speaking, reading, and writing. In particular, targeted support must be provided for beginner ELs to help them acquire foundational English language skills. Strengthening their language proficiency is essential to improving their ability to access content, develop reading fluency, and build comprehension.	There is currently a gap in teacher training on SIOP strategies, which limits the ability of educators to effectively differentiate instruction for English Learner (EL) students. As a result, many students struggle to apply their language skills, particularly in writing.
4	There is a need for students to engage in deep thinking or taking ownership of their learning. In most classrooms, students complete tasks passively, rely heavily on teacher direction, and are not consistently asked to justify their reasoning, engage in academic discussion with peers, or reflect on their learning process.	Teachers are not consistently planning for or implementing instructional strategies that promote high think ratio, peer-to-peer interaction, or opportunities for students to explain their thinking.
5	There is a need to foster the love of reading and exposure to reading genres through read alouds and DEAR in the lower and upper grades.	There was no designated time in schedules to read novels to students.

★ = Priority

School Processes & Programs

Summary

Instructional Leadership and Professional Development

Instructional leaders at our campus participate in continuous and targeted professional development to strengthen their instructional capacity. Weekly instructional rounds are conducted with a focus on in-field observations aligned to a targeted GET (Great Educators Toolkit) rubric. Additionally, leaders are observed bi-weekly during check-ins, classroom observations, and content meetings, ensuring alignment with instructional goals.

Leaders also engage in bi-weekly data meetings where they collaboratively problem-solve and strategize around student achievement data. During joint instructional and culture rounds, campus-wide and grade-level trends are identified. Based on these trends and identified high-priority areas, leaders backward-plan their instructional focus. Weekly priorities and focus areas are communicated transparently with all stakeholders. Leaders conduct multiple follow-ups to ensure implementation fidelity and to address instructional gaps effectively.

Ongoing training and support are provided through various structures, including half day professional development sessions, weekly content meetings, and Professional Learning Community (PLC) days. Coaches, managers, and content leaders facilitate these trainings. Potential professional development needs are also discussed during instructional tactical meetings. Additionally, teachers are encouraged to collaborate through course collaboration and network with peers across grade levels. Course Leaders are available to support teachers during office hours, Teams and email. Throughout the year, the district offers a variety of professional development sessions on designated PD days and roadmaps.

Technology Integration

Technology is deeply embedded in instructional practices, particularly in grades 3–5, where students have access to one-to-one devices. Daily instruction incorporates technology to support student learning, and all campus, district, and state assessments are administered online. Teachers integrate technology through structured processes that encourage students to demonstrate their thinking digitally.

In grades 1–2, technology is used during electives and integrated into classroom instruction for reading and math support. These grade levels have access to sets of devices to enhance instructional delivery.

Instructional Systems and Support Structures

The campus has implemented a cross-curricular instructional framework that emphasizes joy, rigor, inclusion, and data-driven instruction. Lesson plans include specific components aligned with this framework and are reviewed one week in advance. Teachers receive feedback and have the opportunity to collaborate with instructional leaders to refine lessons.

Weekly content team meetings provide a space for lesson rehearsal, data analysis, and vertical alignment. The campus is cultivating a team of expert teachers who serve as models of best practice and are available for peer observation and collaboration.

Curriculum and Enrichment Programs

Instructional programs are curated by our district's Headquarters and implemented with fidelity on campus. For grades 3–5, these programs are supplemented with STAAR-aligned materials to ensure readiness for state assessments.

Our social-emotional learning (SEL) curriculum, *Move This World*, social-emotional learning (SEL) program is to help students and educators develop the skills needed to manage emotions, build healthy relationships, and create a positive, safe learning environment. Through daily video-based routines and movement-based activities, the program supports emotional regulation, empathy, communication, and resilience.

Strengths

Additional Strengths:

1. **Instructional Resources** – Staff are equipped with instructional tools through the Curriculum Corner and receive supplemental resources as needed to support effective teaching.
2. **Academic Support** – The campus schedule includes a designated intervention block, and tutorials are available to provide targeted academic support for students.
3. **Professional Growth** – Campus leadership and district teams regularly provide feedback on both strengths and growth areas, including classroom management and content delivery.
4. **Collaborative Planning** – Staff are given opportunities to align instructional practices and share strategies during content team meetings.
5. **Ongoing Training** – Professional development sessions include regular reviews of expectations and critical information to ensure staff remain up to date.
6. **Feedback-Informed Improvements** – Teacher surveys are used as a valuable tool for identifying areas of need and making data-informed decisions to improve campus practices.
7. **Open Communication** – Staff are encouraged to meet with campus leaders and the principal to share concerns, provide input, and voice specific needs.
8. **Transparent Leadership** – The leadership team maintains transparency with both staff and families, fostering trust and collaboration.
9. **Effective Communication Platforms** – Timely and consistent communication is facilitated through Team chats and WhatsApp, keeping all staff informed and connected.
10. **Behavioral Support Systems** – PBIS provides a structured system for documenting communication and behavioral supports, enhancing student success.
11. **Flexible Scheduling** – Staff value the Monday–Thursday structure and the flexible Friday schedule, which includes dedicated planning time to meet professional needs.
12. **Weekly Updates** – Teachers appreciate receiving weekly newsletters and timely updates from the leadership team, which help with planning and preparedness.
13. **Enrichment Opportunities** – Students benefit from access to after-school programs and sports, supporting their social, emotional, and physical development beyond the classroom.
14. **Implementation of DIBELS-** Helps educators identify early reading challenges, monitor progress, and guide instruction. It supports timely interventions, aligns with RTI frameworks, and promotes equity by ensuring all students receive the literacy support they need to succeed.
15. **STAAR resources**- Implementation started early in the year along with pre-solidified online testing strategies plan for each content.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	There is a need to support below grade level readers and English Language learners in 3rd through 5th grades that do not receive critical student intervention.	The district does not currently have a program for this area of students.
2	There is a need to provide a solid onboarding plan to newly hired staff to experience campus culture for exemplars and to have opportunities to unpack expectations and processes.	New staff members need more support with instructional expectations, behavior expectations and how to navigate the different platforms.
3	There is a need to increase extracurriculars offerings, including sports , music and art.	There is a limitation on the students amongst which programs are offered.
4	There is a lack of clarity by the district around whether teacher evaluation results meaningfully correlate with student outcomes, as measured by summative and formative assessment data. (TIA)	Limited training on how to review the district's criteria, utilize available tools, and understanding weighting of components.
5	Inconsistent and unclear behavior system for implementing consequences, resulting in inconsistent responses to student behavior and reduced instructional time due to repeated disruptions.	Lack of campus-wide training, alignment, and accountability around behavior expectations and consequence systems.
6 ★	There are no consistent procedures in place to support students during key academic transitions, such as moving from one grade level to the next or between campuses from early childhood through elementary.	There is a lack of intentional planning, communication, and coordination between grade levels and campuses to ensure smooth student transitions.

Perceptions

Summary

IDEA Sports Park Academy is guided by the valuable feedback of our staff, students, and families. We have multiple systems in place to collect that feedback, and we actively encourage and welcome ongoing parent involvement in both academic and school-wide activities. Throughout the year, we host numerous family engagement events to strengthen connections with our students and their families.

Our staff are given meaningful opportunities to build relationships and collaborate through team-building activities, grade-level meetings, content-specific discussions, and regular debriefs. Students share their input through the fall and spring surveys, and we work to keep them motivated through engaging challenges, fun celebrations of their successes, and by always making time to listen to their concerns.

Strengths

Joy:
At IDEA Sports Park Academy, we intentionally create a joyful and positive school environment where students and staff feel welcomed, valued, and motivated. From daily interactions in classrooms to campus-wide events, we prioritize moments of fun, celebration, and excitement. This joyful atmosphere fosters a sense of belonging and keeps students engaged and enthusiastic about their learning.

Family Engagement Events:
We host a wide range of family engagement events throughout the school year to strengthen the partnership between school and home. Events like Grandparents Day, Fall Festival, Winter Festival, DADventures, Spring Festival, and Muffins with Mom provide opportunities for families to actively participate in their child's school experience. These events help build trust, create meaningful memories, and reinforce the message that families are essential partners in student success.

Awareness Activities and Weeks:
Our campus is committed to raising awareness on important social and emotional topics. We organize dedicated weeks and activities, such as Red Ribbon Week, Bullying Prevention Week, and Mental Health Awareness campaigns, to educate students and foster a safe, supportive, and informed school community. These initiatives help students build empathy, resilience, and understanding, equipping them with lifelong skills.

Celebrations:
Celebrating student and staff achievements is a cornerstone of our campus culture. Whether it's academic accomplishments, character recognition, attendance milestones, or sports victories, we create meaningful opportunities to highlight and reward success. These celebrations — both big and small — motivate students to keep striving, reinforce positive behaviors, and build a culture of pride and accomplishment across the school.

WhatsApp & Social Media Communication:
We use communication tools like WhatsApp and social media such as Facebook and Smore to keep families and the school community informed, connected, and engaged. These platforms allow us to share updates, reminders, announcements, and celebrations in real time, making communication more accessible and inclusive. By using these channels effectively, we ensure that families stay connected to what's happening on campus and feel like valued partners in the educational journey.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Current behavior management strategies are not effectively addressing student misbehavior or bullying.	Although systems like PBIS and behavior management protocols are in place, consequences are not yielding meaningful change. There is a need for stronger reinforcement of expectations through targeted social skills instruction, parent involvement, consistent follow-through, and visible support from administrators.
2 ★	The onboarding process for new teachers is inconsistent, leading to feelings of confusion and overwhelm.	Onboarding timelines are unclear and often not followed. Additionally, a lack of content-specific mentors and the absence of a structured support system for regular check-ins leaves new teachers without the guidance they need, due to competing demands on staff tim
3	Attendance systems are not producing effective outcomes, resulting in inconsistent tracking and limited impact on student attendance.	While attendance calls and meetings occur, there are no clearly defined follow-up actions or meaningful consequences, limiting the effectiveness of the current attendance intervention system
4	Poor communication and follow-up on minor student incidents are contributing to parent concerns and, in some cases, student withdrawals.	In common areas such as the cafeteria, playground, and during transportation, incidents frequently occur but are often unreported due to lack of monitoring and unclear reporting procedures. As a result, no one takes ownership of follow-up communication with families.
5	Teachers are experiencing burnout due to a lack of work-life balance and constant instructional disruptions.	Frequent changes in teaching assignments, including shifts across grade levels and curriculums, create a sense of starting from scratch each year. In addition, loss of planning time contribute to incressed levels of stress.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1	There is a need to align the district's curriculum in grades K-5 with the rigor and expectations of the Texas Essential Knowledge and Skills (TEKS), while also ensuring that instruction is differentiated to meet the diverse academic and language needs of all students.	Current instructional programs offer limited TEKS alignment and are more closely aligned with Common Core standards, resulting in gaps in content coverage and instructional rigor. Teachers in grades K-5 often lack the resources, training, and technology necessary to provide differentiated, TEKS-based instruction.
2	Teachers are not consistently using student data to drive instruction, resulting in missed opportunities to address learning gaps and tailor support to individual student needs. Across the campus, data is collected but not routinely analyzed to inform instructional adjustments, and many students are not receiving timely, targeted feedback or interventions based on their performance.	Teachers need more structured support and training on how to analyze assessment data effectively and translate it into actionable instructional changes. Many teachers are unsure how to identify specific misconceptions, group students strategically, or implement differentiated strategies based on data trends.
3	Current behavior management strategies are not effectively addressing student misbehavior or bullying.	Although systems like PBIS and behavior management protocols are in place, consequences are not yielding meaningful change. There is a need for stronger reinforcement of expectations through targeted social skills instruction, parent involvement, consistent follow-through, and visible support from administrators.
4	The onboarding process for new teachers is inconsistent, leading to feelings of confusion and overwhelm.	Onboarding timelines are unclear and often not followed. Additionally, a lack of content-specific mentors and the absence of a structured support system for regular check-ins leaves new teachers without the guidance they need, due to competing demands on staff tim
5	2. The campus is experiencing an enrollment gap due to the underrepresentation of certain student groups, suggesting a need for more effective outreach, marketing, and program offerings to attract and retain a diverse student population.	Limited visibility and promotion of the campus and its offerings have contributed to the underrepresentation of student groups in enrollment.

6 ★	1. There is a need to implement the ADA Escalation Matrix with fidelity to improve daily attendance and consistently meet the district goal of 94.4%.	Transfer and current students with a history of chronic absenteeism were not identified or addressed early through attendance contracts or targeted interventions, resulting in continued low daily attendance.
7 ★	There is a need to support below grade level readers and English Language learners in 3rd through 5th grades that do not receive critical student intervention.	The district does not currently have a program for this area of students.
8 ★	There are no consistent procedures in place to support students during key academic transitions, such as moving from one grade level to the next or between campuses from early childhood through elementary.	There is a lack of intentional planning, communication, and coordination between grade levels and campuses to ensure smooth student transitions.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

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

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**

Parent/Community Data

- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Increase Overall Student Persistence.

Performance Objective 1

Implement all Title 1 crate parent engagement events.

Evaluation Data Source: School Counselor Title 1 Crate Tracker

Strategy 1

During check in with School Counselor, discuss timeline for upcoming parent engagement events.

Strategy's Expected Result/Impact: Communication and planning will be timely and we will be able to procure all resources for success.

Staff Responsible for Monitoring: School Counselor.

Funding Sources: Parent Engagement Events Materials Title I Parent Reservation (4120-PAR),

Title I: 2.5.1

Formative Reviews



Performance Objective 2 ☑ High Priority

90% Student Persistence in 5th Grade.

Evaluation Data Source: Leaver Log, Persistence PowerBI Dashboard

Strategy 1

Develop and implement a plan in conjunction with CP for a yearlong investment in 5th graders for CP.

Strategy's Expected Result/Impact: Placing focus on investing families in our CP programs will reduce persistence loss YOY.

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 6

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
6	There are no consistent procedures in place to support students during key academic transitions, such as moving from one grade level to the next or between campuses from early childhood through elementary.	There is a lack of intentional planning, communication, and coordination between grade levels and campuses to ensure smooth student transitions.

Performance Objective 3

Implement violence prevention and intervention strategies monthly.

Evaluation Data Source: Move this world compliance, Safer Smarter Schools, Other training

Strategy 1

Schedule four preventative external trainings for students in topics such as: cyber bullying, self harm, etc.

Strategy's Expected Result/Impact: Students will receive proactive strategies for channeling their emotions and needs.

Staff Responsible for Monitoring: School Counselor

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

Coach and develop teachers around implementation of Move This World through monthly coaching and observations.

Strategy's Expected Result/Impact: Impact of Move This World lessons will increase, leading to improved student emotional performance.

Staff Responsible for Monitoring: School Counselor

Formative Reviews

November	March	July
Some Progress	Some Progress	

Goal 2 Increase Daily Attendance.

Performance Objective 1 ☑ High Priority

Reduce Chronic Absenteeism to Below 12%

Evaluation Data Source: Daily chronic absenteeism report, Weekly ADA reports

Strategy 1

Execute daily ADA huddles and focus on 1-3 students daily that are trending towards or classified as chronically absent.

Strategy's Expected Result/Impact: By identifying and agreeing on next steps targeting chronically absent students, we can proactively reduce our percentage.

Staff Responsible for Monitoring: APO

Problem Statements: Demographics 1

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Strategy 2

Leverage lead team and grade level MTSS meetings to discuss and create plans around chronically absent students.

Strategy's Expected Result/Impact: By identifying and agreeing on next steps targeting chronically absent students, we can proactively reduce our percentage.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	1. There is a need to implement the ADA Escalation Matrix with fidelity to improve daily attendance and consistently meet the district goal of 94.4%.	Transfer and current students with a history of chronic absenteeism were not identified or addressed early through attendance contracts or targeted interventions, resulting in continued low daily attendance.

Performance Objective 2

90% of Students Achieve Fitness Ambassador Status by Meeting MVPA Minutes.

Strategy 1

Review MVPA minute progress in bi-weekly check in with PE coach.

Strategy's Expected Result/Impact: Reviewing data will allow us to target off track students for support.

Staff Responsible for Monitoring: PE manager

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

Conduct power walkthroughs of PE bi-weekly to assess to implementation of IHT monitors.

Strategy's Expected Result/Impact: Ensuring that students are adequately using the monitors will lead to program completion.

Staff Responsible for Monitoring: PE manager.

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 3

93.5% ADA for Kinder

Evaluation Data Source: ADA Power BI Dashboard

Strategy 1

Develop weekly celebration mechanisms for recognizing high ADA in kinder.

Strategy's Expected Result/Impact: Motivating students to WANT to be at school will improve overall attendance.

Staff Responsible for Monitoring: APO

Problem Statements: Demographics 1

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

Leverage lead team and grade level MTSS meetings to discuss and create plans around chronically absent students in Kinder.

Strategy's Expected Result/Impact: We will be able to create plans targeting students with low behavior on a bi-weekly basis, creating preventative plans to get them back on track.

Staff Responsible for Monitoring: Principal

Problem Statements: Demographics 1

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	1. There is a need to implement the ADA Escalation Matrix with fidelity to improve daily attendance and consistently meet the district goal of 94.4%.	Transfer and current students with a history of chronic absenteeism were not identified or addressed early through attendance contracts or targeted interventions, resulting in continued low daily attendance.

Goal 3 Reduce Behavior Referrals.

Performance Objective 1 ☑ High Priority

Reduce Level 3 Referrals to 15 or less.

Evaluation Data Source: PBIS Rewards Referral Reports

Strategy 1

Implement refined consequence ladder and provide coaching to staff on implementation.

Strategy's Expected Result/Impact: The refined consequence ladder should be more streamlined and easier for implementation.

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 1

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

Leverage weekly operating mechanisms to review open referrals and discuss open next steps.

Strategy's Expected Result/Impact: Ensuring that we close the loop on 100% of referrals will lead to improved effectiveness in the system.

Staff Responsible for Monitoring: Principal

Problem Statements: Perceptions 1

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 3

Increase student point expectation to 10 points per student per week AND implement a grade level store where ALL students have opportunity to purchase with their points.

Strategy's Expected Result/Impact: By shifting to this school store, we will ensure that every student has buy in and not only those students with stronger performance.

Staff Responsible for Monitoring: PBIS program manager

Problem Statements: Perceptions 1

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Current behavior management strategies are not effectively addressing student misbehavior or bullying.	Although systems like PBIS and behavior management protocols are in place, consequences are not yielding meaningful change. There is a need for stronger reinforcement of expectations through targeted social skills instruction, parent involvement, consistent follow-through, and visible support from administrators.

Goal 4 Improve Overall STAAR SAS on All Combined STAAR Assessments.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Achieve 80% Growth for 4th and 5th grade students.

Evaluation Data Source: Daily exit tickets, BW mixed assessments, District Benchmarks, STAAR

Strategy 1

Implement daily exit ticket tracking and daily report outs.

Strategy's Expected Result/Impact: Daily exit ticket tracking and report outs will lead to increased urgency amongst staff and provide space for development of day to day academic adjustments.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

Hold weekly leadership team SWAM and data meetings.

Strategy's Expected Result/Impact: As a leadership team, the mechanism will also us to dig into and interpret progress of students and their actual work output, allowing us to identify hotspots for training and support.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2 - School Processes & Programs 1

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Strategy 3

Implement weekly lesson rehearsals and targeted half day content PD.

Strategy's Expected Result/Impact: Providing training on implementation will increase teachers' skills at providing higher quality first at bats.

Staff Responsible for Monitoring: API

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 4

Use interventionist to improve 3rd-5th reading performance.

Strategy's Expected Result/Impact: Interventionist will target students with largest academic gaps, leading to 50% or greater making 2+ years gains.

Staff Responsible for Monitoring: CSI manager

Funding Sources: Interventionist IDEA-B (4130),

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Teachers are not consistently using student data to drive instruction, resulting in missed opportunities to address learning gaps and tailor support to individual student needs. Across the campus, data is collected but not routinely analyzed to inform instructional adjustments, and many students are not receiving timely, targeted feedback or interventions based on their performance.	Teachers need more structured support and training on how to analyze assessment data effectively and translate it into actionable instructional changes. Many teachers are unsure how to identify specific misconceptions, group students strategically, or implement differentiated strategies based on data trends.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need to support below grade level readers and English Language learners in 3rd through 5th grades that do not receive critical student intervention.	The district does not currently have a program for this area of students.

Performance Objective 2

Achieve 50 SAS on 5th Grade Science STAAR Assessment.

Evaluation Data Source: Daily exit tickets, BW mixed assessments, District Benchmarks, STAAR

Strategy 1

Implement daily exit ticket tracking and daily report outs.

Strategy's Expected Result/Impact: Daily exit ticket tracking and report outs will lead to increased urgency amongst staff and provide space for development of day to day academic adjustments.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Strategy 2

Hold weekly leadership team SWAM and data meetings.

Strategy's Expected Result/Impact: As a leadership team, the mechanism will also us to dig into and interpret progress of students and their actual work output, allowing us to identify hotspots for training and support.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Strategy 3

Implement weekly lesson rehearsals and targeted half day content PD.

Strategy's Expected Result/Impact: Providing training on implementation will increase teachers' skills at providing higher quality first at bats.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Teachers are not consistently using student data to drive instruction, resulting in missed opportunities to address learning gaps and tailor support to individual student needs. Across the campus, data is collected but not routinely analyzed to inform instructional adjustments, and many students are not receiving timely, targeted feedback or interventions based on their performance.	Teachers need more structured support and training on how to analyze assessment data effectively and translate it into actionable instructional changes. Many teachers are unsure how to identify specific misconceptions, group students strategically, or implement differentiated strategies based on data trends.

Performance Objective 3 ☑ HB3 Goal

Achieve 29 SAS for SpED students on combined 3rd-5th Grade STAAR assessments.

Evaluation Data Source: Daily exit tickets, BW mixed assessments, District Benchmarks, STAAR

Strategy 1

Implement weekly grade level and lead team MTSS meetings to discuss students that are off track for academic goals.

Strategy's Expected Result/Impact: By discussing SpED students in MTSS meetings, we can create specific, tailored plans to their needs to ensure success.

Staff Responsible for Monitoring: Principal

Problem Statements: Student Learning 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

Review SpED academic work during weekly SWAM and data meetings.

Strategy's Expected Result/Impact: As a leadership team, the mechanism will also us to dig into and interpret progress of students and their actual work output, allowing us to identify hotspots for training and support.

Staff Responsible for Monitoring: Principal

Problem Statements: School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Teachers are not consistently using student data to drive instruction, resulting in missed opportunities to address learning gaps and tailor support to individual student needs. Across the campus, data is collected but not routinely analyzed to inform instructional adjustments, and many students are not receiving timely, targeted feedback or interventions based on their performance.	Teachers need more structured support and training on how to analyze assessment data effectively and translate it into actionable instructional changes. Many teachers are unsure how to identify specific misconceptions, group students strategically, or implement differentiated strategies based on data trends.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need to support below grade level readers and English Language learners in 3rd through 5th grades that do not receive critical student intervention.	The district does not currently have a program for this area of students.

Goal 5 Increase DIBELs in K-2.

Performance Objective 1 ☑ High Priority

70% of students in kindergarten-second grade combined will meet their DIBELS growth target.

Evaluation Data Source: Progress Monitoring Data

Strategy 1

Set up weekly observation block for DIBELs interventions.

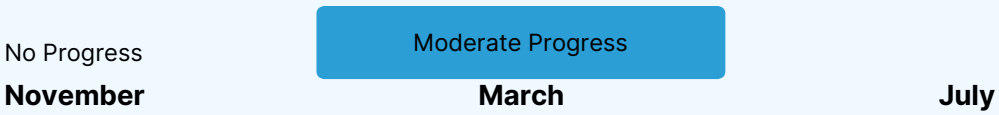
Strategy's Expected Result/Impact: Through this observation, we will be able to support and diagnose around impact of DIBELs strategies.

Staff Responsible for Monitoring: API

Problem Statements: School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 2

Review data and develop intervention plans after Progress Monitoring.

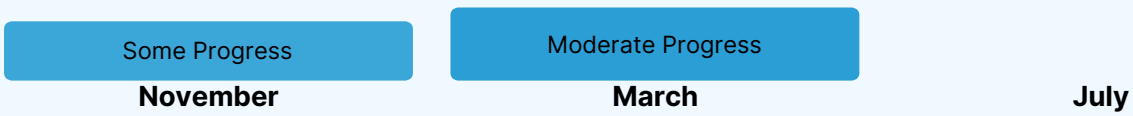
Strategy's Expected Result/Impact: Creation of intervention plans will ensure that we are leveraging data to react and target support, catapulting instruction and learning.

Staff Responsible for Monitoring: API

Problem Statements: School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need to support below grade level readers and English Language learners in 3rd through 5th grades that do not receive critical student intervention.	The district does not currently have a program for this area of students.

Performance Objective 2

55% of kindergarten students will meet their DIBELs growth target.

Evaluation Data Source: Progress Monitoring Data

Strategy 1

Review data and develop intervention plans after Progress Monitoring.

Strategy's Expected Result/Impact: Creation of intervention plans will ensure that we are leveraging data to react and target support, catapulting instruction and learning

Staff Responsible for Monitoring: API

Problem Statements: Student Learning 2 - School Processes & Programs 1

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Strategy 2

Set up weekly observation block for DIBELs interventions.

Strategy's Expected Result/Impact: Through this observation, we will be able to support and diagnose around impact of DIBELs strategies.

Staff Responsible for Monitoring: API

Problem Statements: Student Learning 2

TEA Priorities: Improve low-performing schools

Formative Reviews

No Progress	Some Progress	
November	**March**	**July**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Teachers are not consistently using student data to drive instruction, resulting in missed opportunities to address learning gaps and tailor support to individual student needs. Across the campus, data is collected but not routinely analyzed to inform instructional adjustments, and many students are not receiving timely, targeted feedback or interventions based on their performance.	Teachers need more structured support and training on how to analyze assessment data effectively and translate it into actionable instructional changes. Many teachers are unsure how to identify specific misconceptions, group students strategically, or implement differentiated strategies based on data trends.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need to support below grade level readers and English Language learners in 3rd through 5th grades that do not receive critical student intervention.	The district does not currently have a program for this area of students.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
AIDE KARINE MONARES	COTEACHER	School-wide Program	1
JOANNA RIVERA	COTEACHER	School-wide Program	1
JODI Audine TREVINO	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1
VANESSA JAQUELINE VAZQUEZ RODRIGUEZ	COTEACHER	School-wide Program	1
ZOILA Blanca TORRES	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$41,992.21
				+/- Difference	**$41,992.21**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4	Interventionist	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,639.40
				+/- Difference	**$6,639.40**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,254.39
				+/- Difference	**$10,254.39**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$9,581.58
				+/- Difference	**$9,581.58**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Parent Engagement Events Materials	--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,872.75
				+/- Difference	**$2,872.75**

IDEA Public Schools

Sports Park College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:40 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 11

Perceptions 15

Priority Problem Statements 17

Goals 20

Goal 1 : SPCP will increase overall student persistence. 21

Goal 2 : Overall ADA attendance will increase from the 24-25' school year. 25

Goal 3 : 100% of graduating seniors will matriculate to college for the 2025-2026 school ... 27

Goal 4 : SPCP will achieve improvements in overall STAAR performance. 30

Goal 5 : SPCP will achieve improvements on staff retention. 32

Title I Summary 34

Title I Personnel 35

Committees 36

Site Based Decision Making Committee 37

Meeting Logs 37

Members 37

Comprehensive Needs Assessment

Demographics

Summary

Sports Park College Preparatory is a 4-year Title 1 comprehensive public high school serving the needs of an urban, multi-ethnic, multicultural student body through diverse programs and activities. The current enrollment is approximately 460 students. The percentages listed below summarize the demographics of our school population. 97% Hispanic, 2.4% white, 0.2% Asian, 0.2% African American and 0.2 % Native Hawaiian/Other Pac. Islander. 92.04% Eceonomically disadvantaged, 11% Special education, 64% emerging bilingual. Our current teacher retention is 94%.

Sports Park College Preparatory is part of IDEA public School system. We offer a variety of varsity and junior varsity boys and girls athletics. Advanced placement classes are offered to students in grades 9-12 the College Board Program. Career and Technology education programs are also offered in entrepreneurship, and a new computer science and video gaming program will be added in 2025-2026. All student sin 9-12 grade take a Road to and Through College course to ensure they are prepared for college and are aware of the scholarship and financial aid resources that are available for them to pay for their college education.

At the end of 2024-2025, Sports Park College Prep had its 3rd graduating class. 78 seniors graduated and matriculated to college. In total, IDEA Sports Park has graduated 214 seniors that have matriculated to college.

Strengths

A key driver of Sports Park College Prep's success is the growth mindset embraced by faculty and staff. Teachers are committed to equity by delivering differentiated, culturally responsive instruction that meets students at their individual learning levels while challenging them to think critically and grow academically.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Chronic low average daily attendance and high tardiness rates in grades 6-12.	These issues are driven by inconsistent systems for managing attendance, limited understanding of state requirements, lack of stakeholder ownership and insufficient staffing and resources dedicated to attendance oversight. Parents are not held accountable for their child's truancy.
2 ★	At-risk students in grades 6-12 demonstrate low academic engagement both in and outside the classroom, resulting in performance levels below district expectations.	Instructional gaps due to limited teaching experience among staff. Insufficient time and expertise to develop instructional calendars and trackers aligned to key skills and engaging learning activities. lack of student-led peer support initiatives. Limited access to clubs and extracurricular programs that promote extended, meaningful learning opportunities for at-risk students.
3	Classrooms lack a warm, welcoming atmosphere that reflects teacher identity and fosters student connection.	The teacher tour is no longer implemented as a standard practice. Classrooms lack personal touches due to limited resources and the financial burden falling on teachers. Insufficient time before the school year begins to set up or maintain engaging classroom environments.
4	Low student persistence and ongoing behavioral challenges. Student persistence at the campus has declined year over year, particularly among the higher performing students.	Teachers face difficulty addressing a wide range of academic levels and high behavioral needs within the same classroom, impacting instructional rigor. Lack of designated in-school suspension program contributes to repeated behavioral incidents. Inconsistent enforcement of behavioral consequences undermines accountability. Limited administrative visibility and classroom presence.
5	Limited access to student clubs and extracurricular activities. Students have minimal opportunities to engage in extracurricular activities limiting their connection to campus and enrichment beyond the classroom.	Teachers are double prepping and lack the capacity to sponsors clubs and organizations. Students are not surveyed to identify their interests in clubs or extracurricular programs. Transportation barriers prevent many students from participating in after-school activities. Underutilization of half days to offer in-school enrichment opportunities.

6	Insufficient support for emergent bilingual and special education instructions. Teachers lack the training and resources needed to effectively support EB and SPED students.	High population of students with specialized needs and insufficient staffing to meet service requirements. Limited training and background knowledge among general education teachers to support special populations. Shortage of certified special education teachers. No designated calming space available to de-escalate and support students in moments of frustration.
7	Lack of schoolwide community and sense of belonging. The campus lacks a cohesive sense of team and family among staff and students impacting morale and engagement.	School culture is not consistently modeled or reinforced by campus leadership. Limited follow-through on newly traditions and initiatives. Infrequent recognition of staff and students' achievements throughout the school year. Inconsistent implementation of incentive systems to motivate and celebrate success.

★ = Priority

Student Learning

Summary

2024/2025

6th RLA: Pending

7th RLA: Pending

8th RLA: Pending

6th Math: Pending

7th Math: Pending

8th US Hist: Pending

9th RLA: 70/43/18 SAS: 44

10th RLA w/ Retesters: 48/31/4 SAS: 28

8th/9th Alg I: 72/40/22 SAS: 45

11th US Hist: 92/61/20 SAS: 58

8th/9th Bio: 84/38/3 SAS: 42

AP Scholars 2025 Graduating Class: 5

CCMR: 100%

Student Retention:

6th: 99.22%

7th: 95.71%

8th:96.67%

9th:84.31%

10th: 86.05%

11th: 96.23%

12th: 100% graduation rate

RISE students: 20

SPED students: 43

EB population: 58%

Strengths

As we end out 5th year as a college prep campus, we no longer have a teaching staff that are considered as new teachers. Our teachers have been teaching for four years or more and this is evident in the programming that we offer our students. SPCP offers it's students 12 Advanced Placement classes starting in the 9th grade and has restructured AP classes to support our campus and district goal of 30% of graduating students becoming AP scholars. Three years ago, we launched our Career, Technical and Education programs: Gaming Design and Entrepreneurship. Moving into the 2025-2026 school year SPCP has changed classes offered per grade level to allow for the proper implementation and completion of these two programs. Additionally, as the campus has grown, we have met enrollment and added teachers to our rosters. We have successfully met our growth goal on TELPAS due to the in-class support and instructional strategies that are provided to teachers. For the past two years, we have met CCMR and have had 100% graduation rate. The continual growth of our campus, teachers, instructional model has shown in the growth and success that can be seen by our students through academics, retention, and attendance.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students are unable to monitor their own progress, identify their own errors, and seek additional opportunities for practice.	As a campus we have yet to systemize the process of having Student Work Analysis Meetings and data conversations.
2 ★	Students are unable to set or share their learning goals while identifying whether they are on track or not.	Teachers do not share student growth goals or end-of-year goals with students.
3	Our data is consistently low with our masters students due to lack of rigor in the classroom.	Lack of higher level thinking questions that target student grouping levels.
4	The lack of equitable accountability and coaching across all teachers and contents leads to a breakdown in lesson planning and classroom culture.	Managers focus their coaching on EOC teachers due to district testing expectations.

★ = Priority

School Processes & Programs

Summary

Student Supports for Students:

1 principal

2 Assistant Principals of Instruction

1 Assistant Principal of Operations

1 Director of College Counseling

1 Social Emotional Counselor

1- Athletic Director

1- P. E. Coach

1- SIS

1- Registrar

1- Admin Assistant

4- Grade Team Leaders

EB Program:

Sports Park CP's EB program has an EB coordinator and an LPAC committee that meets at least 3 times a year. During the 24-25 school year, all staff participated in 4 SIOP training. One training was in person and presented by a Kagan Certified Trainer. The district provided the other three trainings; one in-person and 2 roadmap trainings.

SPED Program:

Sports Park CP's SPED department has a dedicated SPED coordinator, department lead teacher, 3 SPED teachers, 2 RISE teachers, and 2 RISE co-teachers. Our ultimate goal is to ensure all students remain in general education classes for the majority of their school day to ensure that they learn both the academic and soft skills needed to be successful in and out of the classroom. For the 2025-26 school year, we will be implementing a dyslexia lab to support our students with reading comprehension.

Content Areas:

RLA, Sciences, and CTE have 1 API assigned to their contents.

Math, humanities, and Spanish have 1 API assigned to their contents.

Each content has a content leader to provide leadership, support in teacher development, and expertise in the content area.

Career Technology Education (CTE):

For the 2024-25 school year, we have implemented 2 CTE certification pathways; Entrepreneurship and Computer Gaming Design. We will offer 5 CTE courses to support students on the path to receive certification in the Entrepreneurship industry field. Additionally, we will be offering 2 classes to support the Computer Gaming Design pathway. We also offer Floral Design I and II to allow students to receive CTE credit, Floral Design certification, and CCMR credit.

Advanced Placement:

AP Coordinator

Ensures that campus meets all district and College Board deadlines, completes all district and College Board deliverables, ensures

100% of AP students have an AP username and password and have joined all of their classes; as well as, created and run AP testing.

SSD Coordinator

Ensures that 100% of SPED students who take AP exams receive appropriate testing accommodations that align with their IEPs.

IDEA Sports Park allows students to begin taking AP classes in the 9th grade and continue through the 12th grade. By graduation, our students have the opportunity to gain 11 AP credits. With each year that we have been open as a school we continually add AP classes to ensure that we are providing our students with as many academic and college opportunities as possible. It is our goal to have all students graduate as AP scholars allowing them to be ideal candidates for college acceptance.

Student Support Programs:

CSI (Critical Student Intervention): The CSI program prepares all scholars for success in college and beyond by strategically closing gaps for students who have fallen behind two years on grade level in Reading. Students growth is measured by RenStar five times in the school year. This program is offered to 6th & 7th grade students that are new to Idea.

ICU/OTG (On track to graduate): The student Intensive Care Unit allows for teachers to identify students who are falling behind in class to be pulled out of the Intervention/Study Hall period to make up work and improve their grades at the end of every quarter. ICU will be implemented after the first progress report and continue throughout the school year.

Credit Recovery Program:

Student Credit Recovery is held at the end of every quarter, beginning at the end of the first quarter. Students who have three or more absences at the end of each quarter will need to stay after school to regain credit. Students will need to stay one day for each day missed to regain credit.

In-School Tutorials/HB1416: In-school tutorials begin in October for our HB1416 students. All students who needed HB1416 remediation were provided in-school support during our intervention period throughout the school year.

Practical Writing: Practical writing is a class that is offered to our 6th - 7th grade students as a Reading elective in their schedule. The goal of practical writing is to teach students the foundational writing skills that they need to be successful writers. The instruction is TEKS-aligned and based on the Springboard curriculum. Every 6th - 7th grade students has the opportunity to practice their writing skills throughout the school year.

Writing Across all Contents: WAC is an initiative that will continue at IDEA Sports Park for the 2025-2026 school year and will continue focusing on writing. WAC is intended to ensure that 100% of our student practice content writing every day in all of their classes. At SPCP we realize that writing instruction needs to happen both inside and outside the English classroom, especially with the changes to the EOC exams. Students need to be able to explain, describe, and synthesize their thinking process and the best way for them to learn how to do that is through daily implementation in their classes.

College Bound Programming

Road to and through College - Program created to support a student's college-going identity. Grades 9-12 are a scaffold for building the knowledge and skills students need to be successful while applying for college and post-secondary skills. Through this program, students can identify their strengths, career interests, and college choices as well as prep for the ACT college entrance exam. Additionally, to support student success in college, students are expected to master the Texas Student Initiative (TSI) to prevent students from enrolling in remedial courses.

Athletic and After School Programming

We offer an athletic program honoring the seasons for cross country, volleyball, basketball, soccer, and track. Students are allowed to participate and develop social skills that create a well-rounded student. We recognize that school programming such as sports creates discipline and dedication to school culture.

Processes/Systems Established on Campus

- **Teacher Arrival**
- **Morning Duty**
- **Lunch Duty**
- **Dismissal Procedure**
- **Afterschool Duty**
- **Tutorial System**

Strengths

Curriculum & Instruction:

- We are growing our AP programming to meet the goal of 30% of IDEA students graduating with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework before graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy, along with access to hundreds of thousands of books in the district's digital library.
- IDEA curriculum resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff to develop teachers' pedagogical content knowledge and leaders' coaching skills.
- For 16 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2022 with 48% of ELs meeting that target and we are on track to once again surpass student performance in TELPAS with over 54% on track to growth from the benchmark.
- IDEA provides targeted research-based instruction to students who have a 2.0-year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students met that goal for Reading and 703 out of 1,268 students met the goal for Math.

- IDEA is in Year 3 of our TEA-awarded Autism Grant. Through this grant, we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.
- IDEA has implemented Career and Technology education to support students who wish to seek certification in the industry field while in school.
- IDEA offers Dual Enrollment opportunities for rising juniors and seniors at the local university during the summer.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, the district is committed to getting back to that average
- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school holds my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA’s individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow-through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Inconsistencies in the discipline system led to gaps in applying the consequence ladder and inadequate referral documentation to support appropriate next steps for students.	Lack of accountability systems to monitor whether staff are following the discipline protocols or submitting documentation. Also, insufficient training and support left teachers unprepared to manage minor behavioral issues independently and consistently.
2	There is a pressing need for the consistent implementation of EB strategies across all grade levels to ensure effective and equitable instruction	Insufficient time to share best practices or plan with a focus on EB instruction.
3 ★	District assessment data indicates an ongoing need to incorporate writing across all content	Writing is often seen as the responsibility of ELA teachers, with other content areas not required or equipped to reinforce writing skills. Limited collaboration to align on writing strategies across subjects.
4	There is a need to strengthen collaboration and support structures between general education teachers and the special education (SPED) department to ensure that the needs of students are consistently met across instructional settings.	Limited time to meet with the general education teacher to provide feedback and next steps for both teacher and students.
5	A streamlined system of communication is needed to ensure clarity and coherence.	The absence of a centralized communication structure, and designated channels has led to fragmented, inconsistent messaging across teams and departments, resulting in confusion, and missed information.

★ = Priority

Perceptions

Summary

Based on student feedback, a recurring concern is the perceived unfairness in how discipline is administered. Many students feel they are frequently punished for the actions of their peers, rather than consequences being directed specifically at those who misbehave. This collective punishment approach has led to a sense of frustration and discouragement among students who consistently follow the rules.

Additionally, while there are some reward systems in place (such as PBIS), students feel that positive behavior is not consistently or meaningfully acknowledged. The imbalance between disciplinary actions and recognition of good behavior contributes to a sense of inequity. Students have expressed a desire for a more individualized approach—where privileges are removed or granted based on personal conduct rather than group actions. They want to see clear, fair, and consistent consequences that reflect individual accountability and more frequent positive reinforcement for those who make good choices.

Strengths

A key strength of our campus is the strong teacher-student relationships and the genuine investment teachers make in students' academic and personal growth.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	There is a lack of accountability in addressing student behavior, as consequences are often applied to the entire grade level rather than to the specific individuals or groups responsible.	Inconsistency in following the established consequence ladder may contribute to group-based discipline. When staff members apply expectations or consequences unevenly, it can lead to frustration and a lack of clarity about accountability. As a result, group punishments may become a default response rather than addressing individual behavior through the intended process.
2	Students perceive that they can behave however they want without facing meaningful consequences, leading to a lack of respect for rules and a diminished sense of accountability.	If teachers feel unsupported by administration when addressing discipline, they may be less likely to enforce consequences, which students quickly pick up on.
3	There is a lack meaningful incentives or things to look forward to at school, which negatively impacts student motivation and engagement.	If the focus of the campus climate is heavily on correcting negative behavior rather than promoting positive behavior, students may begin to associate school with punishment rather than encouragement or growth.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students are unable to monitor their own progress, identify their own errors, and seek additional opportunities for practice.	As a campus we have yet to systemize the process of having Student Work Analysis Meetings and data conversations.
2 ★	Students are unable to set or share their learning goals while identifying whether they are on track or not.	Teachers do not share student growth goals or end-of-year goals with students.
3 ★	Inconsistencies in the discipline system led to gaps in applying the consequence ladder and inadequate referral documentation to support appropriate next steps for students.	Lack of accountability systems to monitor whether staff are following the discipline protocols or submitting documentation. Also, insufficient training and support left teachers unprepared to manage minor behavioral issues independently and consistently.
4 ★	District assessment data indicates an ongoing need to incorporate writing across all content	Writing is often seen as the responsibility of ELA teachers, with other content areas not required or equipped to reinforce writing skills. Limited collaboration to align on writing strategies across subjects.
5 ★	Chronic low average daily attendance and high tardiness rates in grades 6-12.	These issues are driven by inconsistent systems for managing attendance, limited understanding of state requirements, lack of stakeholder ownership and insufficient staffing and resources dedicated to attendance oversight. Parents are not held accountable for their child's truancy.

6 ★	At-risk students in grades 6-12 demonstrate low academic engagement both in and outside the classroom, resulting in performance levels below district expectations.	Instructional gaps due to limited teaching experience among staff. Insufficient time and expertise to develop instructional calendars and trackers aligned to key skills and engaging learning activities. lack of student-led peer support initiatives. Limited access to clubs and extracurricular programs that promote extended, meaningful learning opportunities for at-risk students.

★ = Priority

Goals

Goal 1 SPCP will increase overall student persistence.

Performance Objective 1

Strengthen student and family perception/engagement.

Strategy 1

Ensure constant parent communication via social media and What's App.

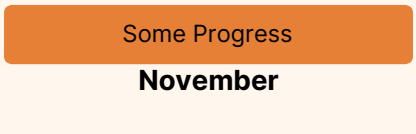
Formative Reviews



Strategy 2

Elevate student excitement and anticipation for on-campus activities through high-energy, student-informed events with clear and early communication.

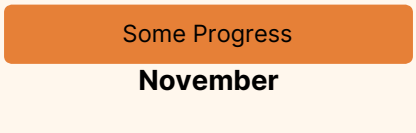
Formative Reviews



Strategy 3

Plan family engagement that is not Title I focused.

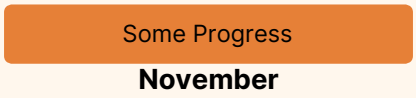
Formative Reviews



Strategy 4

Incorporate weekly positive parent phone calls.

Formative Reviews



Performance Objective 2

Track and Monitor Persistence Data weekly to Drive Proactive Interventions/Mission List.

Strategy 1

Review persistence data daily and report out weekly during LT tactical and GTL meeting.

Formative Reviews



Strategy 2

Monitor monthly withdrawal rates and reasons.

Formative Reviews



Strategy 3

Build a persistence watchlist.

Formative Reviews



Performance Objective 3

Identify Grade Levels of Concern

Strategy 1

Develop targeted intervention plans for high-risk grade levels.

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Implement grade specific engagement campaigns.

Formative Reviews

November	March	July
Some Progress		

Strategy 3

Conduct persistence data analysis by grade level.

Formative Reviews

November	March	July
Considerable Progress		

Performance Objective 4

Implement violence prevention and information strategies on a monthly basis.

Strategy 1

Staff members who work with students receiving special ed programming and lead team members including grade level leaders will attend non-crisis intervention/crisis prevention intervention training on March 25.

Strategy's Expected Result/Impact: Gaining knowledge as it relates to de-escalation of students when they show signs of violence and behavioral or emotional unregulation.

Staff Responsible for Monitoring: Campus Principal

Title I: 2.5.3

Formative Reviews

No Progress

November **March** **July**

Strategy 2

Move This World facilitators will implement district-approved curriculum and meet the district's 90% goal every week.

Strategy's Expected Result/Impact: Increased awareness and education on violence prevention and overall mental health.

Staff Responsible for Monitoring: MTW facilitators, SE Counselor, Principal

Formative Reviews

No Progress

November **March** **July**

Performance Objective 5

Implement Title I parent engagement events monthly.

Goal 2 Overall ADA attendance will increase from the 24-25' school year.

Performance Objective 1

Based on 24-25' data, SPCP will increase overall ADA by .75%

Strategy 1

SPCP will conduct daily ADA huddles with lead team members assigned to grade levels to make contact with families whose students have not arrived to school by 9:00 am.

Strategy's Expected Result/Impact: Awareness of daily ADA data, including chronically absent students.

Staff Responsible for Monitoring: Principal, APO.

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews



November March July

Performance Objective 2

IDEA Sports Park maintains a chronic absenteeism rate at or below 10% for the 2025-2026 school year as measured by the last day of school in May 2026.

Strategy 1

Lead team will identify chronically absent students based on attendance data and proceed with escalation matrix to promote attendance and maintain numbers low.

Strategy's Expected Result/Impact: A measurable decrease in chronically absent students as a percentage of our enrollment.

Staff Responsible for Monitoring: Principal, APO, APIs.

Formative Reviews



Performance Objective 3

IDEA SPCP will conduct quarterly strategy meetings with LT and GTLS to identify students that are at risk with chronic absenteeism and OTG.

Evaluation Data Source: ADA data.

Strategy 1

Students who become chronically absent throughout the school year will be identified by grade levels, initiating MTSS plans for attendance, and potentially following chronic-absenteeism escalation matrix for follow up.

Strategy's Expected Result/Impact: A reduction in chronically absent students compared to last year.

Staff Responsible for Monitoring: APO, GTLs, Principal, ADA Huddle participants.

Formative Reviews



Goal 3 100% of graduating seniors will matriculate to college for the 2025-2026 school year.

Performance Objective 1

Targeted support for 100% of seniors through the college application process

Strategy 1

Early application workshops to guide seniors through their profile creation on Common App and Apply Texas.

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Individual student meetings to review each college application prior to submission.

Formative Reviews

November	March	July
Considerable Progress		

Strategy 3

Provide individual support for families for FAFSA/CSS/TASFA submission

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 2

Strengthen student academic profiles to make our students more competitive in the admissions process.

Strategy 1

Expand AP course access

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Implement Mastery Prep for ACT with fidelity to increase student scores.

Formative Reviews

Some Progress

November **March** **July**

Strategy 3

Identify and support Tier 1/Tier II track students via data review

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3

100 of Great College Lists (GCL) will be rated a 4.

Strategy 1

100% of seniors will apply to 6+ 4-year universities.

Formative Reviews



November | March | July

Strategy 2

DCC will ensure GCLs meet seniors' financial need.

Formative Reviews



November | March | July

Strategy 3

DCC will ensure that GCLs align to pipeline rubric

Formative Reviews



November | March | July

Goal 4 SPCP will achieve improvements in overall STAAR performance.

Performance Objective 1

SPCP will achieve an overall combined SAS Score of ## based on STAAR assessments

Strategy 1

Students in HB 1416 list will meet/exceed their intensive instruction minutes.

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 2

IDEA SPCP will embed frequent data analysis within campus operating mechanisms.

Strategy 1

After major assessments in all tested areas, teachers will meet with instructional team to review data and use the district approved IA analysis and create action plans to respond to data.

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 3

IDEA SPCP will create an environment where students are able to own their individual data and drive data conversations after exams.

Strategy 1

Students will be required to have tracking tools for assessments in order to facilitate goal setting and track performance individually over the course of the school year.

Formative Reviews

Moderate Progress

November | March | July

Performance Objective 4

Students receiving special education services will receive appropriate academic supports based on student data.

Strategy 1

The SPED team will ensure all IEP requirements are in compliance and have regular meetings to discuss students needing amendments to their IEPs or additional supports when appropriate based on student performance.

Formative Reviews

Considerable Progress

November | March | July

Goal 5 SPCP will achieve improvements on staff retention.

Performance Objective 1

SPCP will achieve overall 5% gain on staff retention.

Strategy 1

Managers will maintain communication channels open with direct reports during check-in and provide opportunities to review future plans and/or offer support with concerns about staff retention.

Formative Reviews



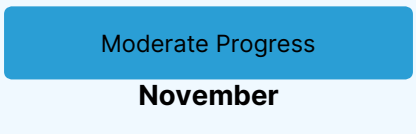
Performance Objective 2

SPCP will implement continual training for teachers on classroom behavior management and de-escalation to better equip them for a conducive learning environment.

Strategy 1

PD will be offered based on trends to support staff members who may be in need of culture guidepost support based on our GET rubrics.

Formative Reviews



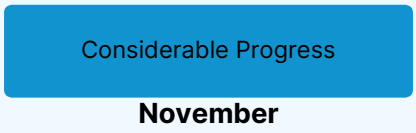
Performance Objective 3

Using classroom observation and academic performance data, teachers will be supported through ongoing coaching and feedback.

Strategy 1

Classroom observations and diagnostic walks will follow the coaching and feedback cycle, with action steps and embedded supports specific to teacher needs.

Formative Reviews



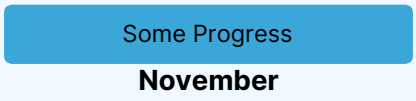
Performance Objective 4

Using annual employee engagement survey data, teacher feedback will be used to guide ongoing support in an effort to build culture and promote a positive learning environment.

Strategy 1

Based on the data, the lead team will respond according to most pressing learning environment flags raised based on feedback from survey.

Formative Reviews



Title I Summary

Title I Personnel

Name	Position	Program	FTE
GRECIA BERMEA	TEACHER - INTERVENTIONIST	School-wide Program	1
VIOLETA HERNANDEZ RODRIGUEZ	TEACHER - INTERVENTIONIST	School-wide Program	1

Committees

Committees

Site Based Decision Making Committee

Meeting Logs

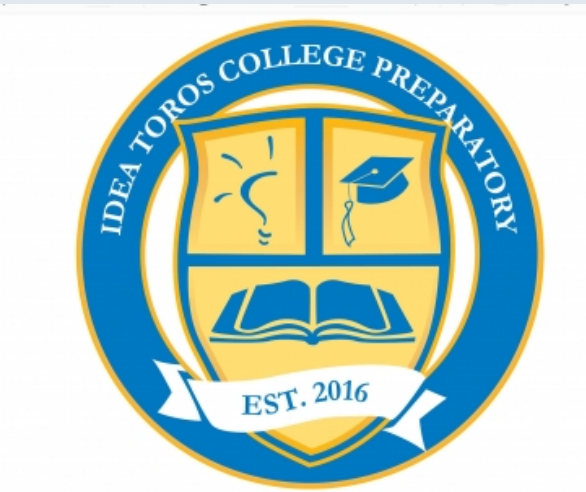
Date	Location	Sign In Sheet	Notes
May 20, 2025 @ 7:45 AM	431	--	--
May 20, 2025 @ 2:30 PM	431	--	--
May 20, 2025 @ 12:00 PM	431	--	--
May 20, 2025 @ 10:00 AM	431	--	--

Members

First Name	Last Name	Position	Committee Role
Bernardino	Villarreal	Teacher	Memver
Grecia	Guerrero	Teacher	Member
David	Vera	Teacher	Member
Krista	Cordova	Teacher	Member
Stephanie	Villanueva	Teacher	Member
Sandra	Briseno	Teacher	Member
Leticia	Rodriguez	SPED Teacher	Member
Cynthia	Abrego	Teacher	Member
William	Corkill	Teacher	Member
Selina	Ledezm	RISE Teacher	Member
Victor	Leija	PE Coach	Member
Dharti	Rama	Teacher	Member
Maria	Razo	SPED Teacher	Member
Giovanni	Vazquez	Teacher	Member
Yulissa	Santos	Teacher	Member
Patricia	Casas	Teacher	Member
Lynda	Soto	DCC	Lead

Cory	Flanagan	API	Lead
Amanda	Campos	API	Lead
Cesar	Trinidad	Teacher	Member
Grecia	Bermea	Teacher	Member
Luz	Quintero	Teacher	Member
Ariana	Hinojosa	Teacher	Member
Irasema	Cisneros	Teacher	Member
Victoria	Medina-Garcia	Social Emotional Counselor	Lead

IDEA Public Schools



Toros College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:29 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 14

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 19

Employee Data 19

Parent/Community Data 19

Support Systems and Other Data 19

Goals 20

Goal 1 : Increase staff satisfaction 21

Goal 2 : Increase Algebra I student achievement scores 23

Goal 3 : Provide safe, connected school environment for students 25

Goal 4 : Increase EB English language proficiency 29

Goal 5 : Increase family satisfaction 31

Comprehensive Needs Assessment

Demographics

Summary

IDEA Toros has been historically a campus with a high percentage of male population attendees. The main reason is the soccer program that the campus offers.
85.42% of our students' population are considered economically disadvantaged. Families considered ED are low-income according to TEA income guidelines. Scholars under this category are considered to be at risk to dropout of school at some point, families are vulnerable and struggle to afford basic needs and education. Scholars from Economically Disadvantaged families are more likely to work. We have students who do not get enough sleep and are tired in class due to working shifts after school or on weekends. It can also be a deterrent to college as they may see the results of maintaining a job and earning money.
79.17% of our Scholars are considered EB Students, a 10% increase from the previous school year. Some students have been part of this program their entire academic life, and while teachers' efforts are focused on prepare students to succeed in different areas, students struggle with the knowledge of the language makes it difficult and might discourage them to continue their education in long-term. EB students are considered at risk students.

Strengths

IDEA Toros provides an opportunity to economically disadvantaged students. IDEA Toros focuses in ensuring each child is provided with a quality education and know that a college pathway is possible for them.

Ensuring the safety of students, IDEA Toros has an armed police officer on campus during the school year, and has passed the TEA Safety audit.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	New student persistence did not met benchmark.	There is not a systematic approach to ensuring students are "plugged in"
2 ★	After school program is not appealing to most students.	Lack of funding to expand after school options

★ = Priority

Student Learning

Summary

Using our 24-25 mock data, our score for domain 1 is a 94. For domain 2 we scored 96. For domain 3, we scored a 95. When entered into the TEA calculator, our overall estimated score is a 96 projecting our campus to be at a A. We had a 7-point growth in our overall SAS score from semester to mock. Compared to our peers across the district, we outperformed them in overall rating.

CCMR is currently at 92% Clear for ELA, 96% Clear for Math, and 92% Clear Overall

Indicators available to track individual growth includes exit ticket data, unit exams, mock, semester exams, and final exams (STAAR and AP). Over the last few years, we have seen growth in data for final exams, which points to the fact that students are learning what they need in order to pass, although we still have room for growth in the amount of student passers in AP or masters in STAAR.

Strengths

Students are performing in the top quartile according to district assessments in science and math.

Emerging bilinguals have shown increased success in academics due to teacher feedback.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	STAAR re-testers are not overwhelmingly successful when re-taking an EOC.	Interventions are sporadic through HB1416, and not always with a content expert.
2 ★	Students are not invested in working outside of what is necessary in class in order to be successful.	Lack of accountability for student work.

★ = Priority

School Processes & Programs

Summary

IDEA Toros College Preparatory coaches and develops teachers through classroom observations and coaching using a district wide normed rubric (Guideposts for Excellent Teaching). Weekly/Bi-Weekly check-ins take place with each mana ger to ensure that development is taking place along with opportunities to provide 2-way feedback. Depending on each teacher's continuum of learning, these check-ins are used for lesson plan feedback, observation feedback, teacher action steps rehearsal and follow-up, and data analysis. Professional development is provided to staff based on campus needs and district required specific training. Our teacher's retention system is through a Teacher Career Pathway and thr ough this the teachers follow a rubric to be placed at different levels of recognition. Teacher celebrations at the campus level selected by their peers for a weekly "Take the Bull by the Horns" award, as well as a lead team selected Teacher of the Month. In addition, administration promotes a culture of appreciation via regular tokens of appreciation.

Strengths

Teacher Retention is above 85% (100% currently)
3 Teachers awarded Teacher Incentive Allotment 2024 (2 Exemplary Level & 1 Recognized level)
IDEA Toros College Preparatory has 1 Master level Teacher, and 8 Advanced High-level Teachers through Teacher Career Pathway
Teachers knowledgeable in the content
Decrease in classroom incidents leading to suspension from previous year

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Lack of accountability structures for extracurricular participants.	No centralized system to monitor students' participation in extracurricular activities and their academic standing.
2 ★	Outdated contact information for families makes communication challenging.	No routine system for updating or verifying parent/ guarding information

★ = Priority

Perceptions

Summary

Our campus has used sign-in sheets for parent events to track participation. We trend from 10%-25% participation.

One of the biggest barriers is communication. Events are shared through the parent newsletter, Facebook, and Remind. Platforms either immediately translate or offer the option of translation consistently for our non-English speaking parents. However, there are many events that are shared out only through one or two platforms, and only by one individual.

Another barrier is the time of our events, which usually begin at 4:30 and end by 6:00pm. Working parents cannot always attend due to a conflict with work hours.

Parents, students, and staff feel we operate a safe campus physically. However, while students may feel their teacher wants them to be successful, they do not feel a sense of belonging to the classroom or campus.

There are inconsistencies across teacher expectations in classrooms, creating conflict between the school and students/parents

Spring Family Survey

Academics

- 75%: My child is learning every day.
- 88%: My child's teacher motivate my child to do hard work.
- 83%: Teachers are preparing my child for the next grade level.
- 88%: The school holds my child to high academic standards.

Engagement, Belonging & Care

- 88%: I am proud to be an IDEA parent.
- 84%: I can get in touch with the school when I need to.
- 88%: I feel welcome at my child's school.
- 88%: The staff at my child's school care about the students

Support Services

- 75%: My child's school keeps me informed about health and wellness programs on campus
- 88%: I know what to do at home to support my child's learning in class
- 82%: I know where to find support to help my child improve student achievement.

Persistence & Satisfaction

80%: I would recommend my child's school to other families.

Strengths

Teacher retention at 100%, offering students stability and giving teachers the opportunity to become experts in their craft.

Campus is considered safe by families and students.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Struggle with a culture of poor attendance and tardy arrivals.	Lack of accountability in the classroom leads to low value on attendance.
2 ★	Students are not excited to be in school.	Inconsistent ADA incentives lead to low anticipation.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	New student persistence did not met benchmark.	There is not a systematic approach to ensuring students are "plugged in"
2 ★	STAAR re-testers are not overwhelmingly successful when re-taking an EOC.	Interventions are sporadic through HB1416, and not always with a content expert.
3 ★	Outdated contact information for families makes communication challenging.	No routine system for updating or verifying parent/ guarding information
4 ★	Students are not excited to be in school.	Inconsistent ADA incentives lead to low anticipation.
5 ★	Struggle with a culture of poor attendance and tardy arrivals.	Lack of accountability in the classroom leads to low value on attendance.
6 ★	After school program is not appealing to most students.	Lack of funding to expand after school options

7 ★	Students are not invested in working outside of what is necessary in class in order to be successful.	Lack of accountability for student work.
8 ★	Lack of accountability structures for extracurricular participants.	No centralized system to monitor students' participation in extracurricular activities and their academic standing.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**

Student Data: Student Groups

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**

☑ **Section 504 data**

Student Data: Behavior and Other Indicators

☑ **Completion rates and/or graduation rates data**

☑ **Attendance data**

Employee Data

☑ **Staff surveys and/or other feedback**

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**

Goals

Goal 1 Increase staff satisfaction

Performance Objective 1

5% increase in AEES statement "I recommend my manager" for the 25-26 school year

Evaluation Data Source: AEES Survey

Strategy 1

Provide staff with protected time to increase staff participation

Strategy's Expected Result/Impact: More comprehensive lens into staff satisfaction

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Accomplished

November	March	July

Strategy 2

Incorporate AEES questions into two-way feedback at check-ins at least monthly.

Strategy's Expected Result/Impact: Clarity around staff needs to allow for action prior to EOY survey

Staff Responsible for Monitoring: Managers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November	March	July

Performance Objective 2

85% staff retention campus-wide

Evaluation Data Source: EOY Staff Retention from Talent Team

Strategy 1

Use weekly shout outs, peer recognition systems, and quarterly recognitions so 85% of staff is recognized at least once each semester.

Strategy's Expected Result/Impact: Staff feels valued and experiences a sense of belonging.

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



November	March	July

Strategy 2

Consistent coaching cycle ensures that 85% of teachers are rated Proficient in GET 2 by EOQ1, GET 3 by EOQ2, GET 4 by EOQ4.

Strategy's Expected Result/Impact: Teachers feel supported and see success in the classroom.

Staff Responsible for Monitoring: Teacher managers.

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



November	March	July

Goal 2 Increase Algebra I student achievement scores

Performance Objective 1

High Focus Group will meet Domain 3 STAAR Academic Achievement Measure for the 25-26 school year in Mathematics, earning 3 points (x% based on 25-26 Domain 3 targets)

Evaluation Data Source: STAAR/EOC Data

Strategy 1

PTG meetings with parents during report card nights (student-led conference)

Strategy's Expected Result/Impact: Parents see student progress as it relates to EOY goals & increase parent investment

Staff Responsible for Monitoring: Principal

Formative Reviews

Accomplished

November	March	July

Strategy 2

Consistent tracking to include early identification of demographics in order to identify High Focus Group and track data.

Strategy's Expected Result/Impact: Teachers are more responsive to data in high focus groups, leading to increased student achievement

Staff Responsible for Monitoring: Teacher Managers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Accomplished

November	March	July

Performance Objective 2

Increase student achievement average from 35 to 45.

Evaluation Data Source: STAAR/EOC data

Summative Evaluation: Some progress made toward meeting Performance Objective

Goal 3 Provide safe, connected school environment for students

Performance Objective 1

Increase student persistence (growth goal pending)

Evaluation Data Source: Persistence dashboard

Strategy 1

Quarterly celebrations to recognize students for character and academic growth and achievement.

Strategy's Expected Result/Impact: Students see their effort and achievement recognized, increasing sense of belonging.

Staff Responsible for Monitoring: Grade Team Leaders

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Incorporate current structures, such as Mission List, into existing operating mechanisms, such as GTL meetings to expand campus investment

Strategy's Expected Result/Impact: GTLs collaborate with leaders and grade teams to address student concerns.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 2

80% of teachers complete district required SEL systems (MTW, SSS curriculum, anti-bullying)

Evaluation Data Source: SEL team verifications

Strategy 1

Incorporate Anti-Bullying into Toros week to ensure 100% of scholars receive lesson BOY.

Strategy's Expected Result/Impact: Students feel safe knowing there are structures and systems to support them.

Staff Responsible for Monitoring: Grade Team Leaders

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Accomplished

November	March	July

Strategy 2

Conduct morning rounds to ensure implementation of daily MTW.

Strategy's Expected Result/Impact: Students learn coping strategies that ensure they are able to navigate feelings, emotions, and conflicts

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November	March	July

Performance Objective 3

80% of students of 8th graders meet Fitness Gram goals

Evaluation Data Source: Fitness Gram

Strategy 1

Schedule all 8th graders to take P.E., regardless of previous compliance in 6th/7th grade

Strategy's Expected Result/Impact: Students exposed to daily physical activity are more healthy, and will positively impact attendance

Staff Responsible for Monitoring: Coach

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Accomplished

November **March** **July**

Strategy 2

Schedule BOY & EOY assessments to ensure timely submission of data

Strategy's Expected Result/Impact: pre & post data will be accurate and timely for all state reporting

Staff Responsible for Monitoring: Coach

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 4

Increase student participation in extracurricular activities to 41% attend at least 25 days.

Evaluation Data Source: ASP EOY reports

Strategy 1

Clubs offer a monthly calendar of lessons/events and post

Strategy's Expected Result/Impact: Students look forward to going to after school programs, and feel connected to the campus

Staff Responsible for Monitoring: ASP Site Director

Problem Statements: Demographics 1

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Active outreach to parents through social media posts, Remind, and/or phone calls takes place weekly.

Strategy's Expected Result/Impact: Students are connected and feel a sense of belonging and pride.

Staff Responsible for Monitoring: After School Site Coordinator

Problem Statements: Demographics 1

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	New student persistence did not met benchmark.	There is not a systematic approach to ensuring students are "plugged in"

Goal 4 Increase EB English language proficiency

Performance Objective 1

Achieve 3 points (28%) for TELPAS on Domain 3

Evaluation Data Source: TELPAS

Strategy 1

Students set individual Summit K-12 goals and are tracked to completion

Strategy's Expected Result/Impact: Student language practice leads to increased language proficiency

Staff Responsible for Monitoring: EB Point Person

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Communicate with stakeholders-include all teachers and coaches in communication of goals, and share progress updates with parents quarterly at Report Card Night

Strategy's Expected Result/Impact: Parents investment lead to increased student practice, which leads to increased language proficiency

Staff Responsible for Monitoring: EB Point Person

Formative Reviews

November	March	July
Accomplished		

Performance Objective 2

Increase EB performance in English STAAR/EOC by 5%

Evaluation Data Source: Humanities STAAR/EOC

Strategy 1

Target EB student work in SWAMs monthly.

Strategy's Expected Result/Impact: Teachers can respond to scaffolding needed as they identify student gaps through SWAMs

Staff Responsible for Monitoring: EB Point Person

Formative Reviews



November	March	July

Strategy 2

Teacher GET 3 proficiency by EOQ2

Strategy's Expected Result/Impact: Students spend more time engaging actively in learning, which will make gaps and learnings more clear

Staff Responsible for Monitoring: Teacher managers

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



November	March	July

Goal 5 Increase family satisfaction

Performance Objective 1

Increase survey results by x% for statement: I would rate campus for high quality service.

Evaluation Data Source: Family Survey

Strategy 1

Share communication flowchart with families BOY and every quarter to ensure they know who to speak to for their concerns.

Strategy's Expected Result/Impact: Parents will receive answers to questions and concerns in a timely manner, avoiding multiple steps to reach the right person

Staff Responsible for Monitoring: APO

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Tracking parent communication to ensure that positive, progress, and discipline calls take place consistently

Strategy's Expected Result/Impact: Consistent communication allows parents to participate in their child's experience, and they are confident that we are serving their child with quality and commitment. Consistent tracking allows staff to note and adjust incorrect contact information, ensuring we have a clear line of communication with families

Staff Responsible for Monitoring: Grade Team Leaders

Problem Statements: School Processes & Programs 2 - Perceptions 1

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Outdated contact information for families makes communication challenging.	No routine system for updating or verifying parent/guarding information

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Struggle with a culture of poor attendance and tardy arrivals.	Lack of accountability in the classroom leads to low value on attendance.

Performance Objective 2

Increase parent participation in campus events to 30%

Evaluation Data Source: Parent sign-in sheets

Strategy 1

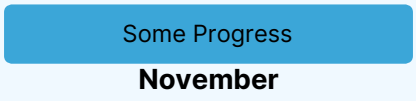
Schedule quarterly grade level meetings that include college counseling team to share milestones and plan for grade level events.

Strategy's Expected Result/Impact: Parents build community with the school, and also are informed of short & long term ways to support their child.

Staff Responsible for Monitoring: Grade Team Leaders

Problem Statements: Demographics 1 - Student Learning 2

Formative Reviews



Strategy 2

Partner with community to provide services for families at campus events, at least quarterly.

Strategy's Expected Result/Impact: Families will be attracted to free service being provided, and will increase sense of belonging with the campus as they interact with staff present.

Staff Responsible for Monitoring: APO

Formative Reviews

November	March	July
Moderate Progress		

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	New student persistence did not met benchmark.	There is not a systematic approach to ensuring students are "plugged in"

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Students are not invested in working outside of what is necessary in class in order to be successful.	Lack of accountability for student work.

IDEA Public Schools



Tres Lagos Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:03 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 16

Improvement Planning Data 17

Accountability Data 17

Student Data: Assessments 17

Student Data: Student Groups 18

Student Data: Behavior and Other Indicators 18

Employee Data 18

Parent/Community Data 18

Support Systems and Other Data 18

Goals 20

Goal 1 : TLA will meet the yearly ADA goal set by the district for the campus. 21

Goal 2 : TLA will improve student culture & engagement. 23

Goal 3 : TLA will increase student persistence. 25

Goal 4 : TLA will increase overall student achievement. 27

Goal 5 : TLA will maintain staff retention. 32

Title I Summary 34

Title I Personnel 35

Comprehensive Needs Assessment

Demographics

Summary

Idea Tres Lagos is a diverse K-12 campus with Title I designation embracing an open charter school. Our campus serves the needs of all no matter the gender, economic, at risk, or status of students of families. We offer many student programs to support our families. We offer transportation and free meals. Our student performance tracked through various metrics, including academic achievement ensuring 100% of our students attend college.

Strengths

Our campus is staffed by experienced professionals who are deeply invested in student growth, particularly for those identified as at-risk. Through focused professional development and strong staff retention, we ensure stability and consistent support. We proudly serve a diverse, low-income community and provide targeted programs that address a wide range of student needs, promoting equity and academic success. Our ongoing efforts to become an A-rated campus drive every initiative, reinforcing our commitment to excellence and to the students and families we serve.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Current enrollment patterns and growth projections present challenges that may impact the timeline and resources needed to reach this goal. Developing a clear, realistic enrollment strategy aligned with the "Path to an A" plan is essential to ensure the campus has the appropriate student population and support systems to meet academic targets within a feasible timeframe.	The primary factors hindering progress toward the Path to an A are poor student attendance and an unrealistic timeframe for completing the necessary steps. Low attendance rates reduce instructional time and negatively impact student achievement, while the current timeline does not allow adequate time for implementing and sustaining key improvements to meet academic goals.

★ = Priority

Student Learning

Summary

Students in 4th and 5th grades are demonstrating strong academic growth in mathematics, with performance data exceeding district averages and consistent achievement of growth targets across all performance bands. Notably, English Learner (EB) students have made significant gains, reflecting effective instructional support and equitable access to learning.

This success is attributed to several key factors:

- **Strong vertical alignment** across grade levels, with consistent math procedures and instructional strategies supporting student progression year over year.
- **High teacher retention**, with educators remaining in the same roles for five years, allowing for deep expertise, strong relationships, and instructional continuity.
- **Effective implementation of accommodations**, ensuring that all students, including those with diverse learning needs, are supported and able to access grade-level content successfully.

Together, these elements create a stable, aligned, and supportive learning environment that fosters measurable student growth and sustained academic achievement.

Strengths

Students in 4th and 5th grade are demonstrating strong overall growth in math, with performance data exceeding district averages and evidence of meeting growth targets across all bands, including significant gains for EB students.

Strength causes:

- Vertical alignment/same procedures across grade levels
- Teacher retention/teachers in same role for 5 years
- Effective usage of accommodations

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Students in grades 3-5 continue to struggle with conceptual understanding in math, resulting in low Meets and Masters performance and an 18-point drop in SAS data from 2024 to 2025.	* Instructional focus has prioritized procedural fluency over conceptual understanding. * Inconsistent use of manipulatives and visual models during Tier 1 instruction.
2	Students in K-2 typically struggle with Math vocabulary and need ample opportunities to see their problem in different formats.	* Limited opportunities for students to apply math reasoning in real-world problem-solving contexts. * Gaps in vocabulary instruction related to multi-step problem-solving. * Intervention blocks have focused on reteaching skills without building conceptual depth.
3 ★	Students continue to struggle with reading comprehension and writing skills, particularly among SPED populations, whose performance remains significantly below campus and district expectations.	* Lack of explicit instruction in comprehension strategies during Tier 1 instruction. * Insufficient integration of writing-to-learn opportunities across all contents. * SPED support may not be aligned closely to grade-level TEKS or general education pacing.
4 ★	Students are struggling with writing and the development of their writing skills in K-5. This has led to a dip in overall proficiency in TELPAS for EB students specifically.	* Limited time for small group instruction targeting comprehension and constructed response. * Lack of vertical alignment for screen to scratch protocol across grade levels. * DI lesson pacing is too fast, resulting in low mastery and incomplete skill acquisition.

★ = Priority

School Processes & Programs

Summary

Teachers report that timely feedback and performance ratings are highly impactful when delivered consistently and early in the year. This feedback helps drive instructional improvement, clarify expectations, and build trust between staff and leadership.

Staff also express strong appreciation for the **GET (Growth and Evaluation Tool)**, noting its value in guiding development. However, there is a shared desire for the tool to be more tailored to fit specific roles beyond classroom teachers, ensuring all staff receive meaningful, role-relevant support.

Additionally, campus transparency is widely recognized as a strength. Teachers and staff appreciate the open communication from leadership, especially when it includes clear rationale behind new district initiatives. This transparency fosters a culture of trust, shared purpose, and collective commitment to school goals.

Strengths

- **Collaborative Lesson Planning Support** – Teachers receive ongoing support in lesson development, fostering consistency and alignment across classrooms.
- **Dedicated Planning Days for Unit Unpacking** – Time is intentionally set aside for deep unit analysis and preparation, promoting purposeful instruction.
- **Grading Support** – Structures are in place to support efficient and aligned grading practices, helping ensure clarity and consistency in feedback to students.
- **Side-by-Side Teaching** – Instructional leaders and peers engage in co-teaching and modeling, providing real-time support and professional learning.
- **Data-Driven Culture** – Staff consistently use student data to inform instruction and drive decision-making.
- **Accountability for Data Huddles** – Teachers hold themselves and each other accountable for regular, focused discussions around student progress and outcomes.
- **Peer Feedback Culture** – A supportive environment exists where teachers regularly observe and provide constructive feedback to one another.
- **Daily Accountability for Content Teachers** – Clear systems and expectations ensure that content-area teachers remain focused, prepared, and aligned on a daily basis.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Teachers have expressed concerns about a lack of consistent professional development and timely coaching. Many feel they are not receiving regular, meaningful feedback to support their instructional growth.	Teachers are not receiving regular, structured observations throughout the year. Feedback is often delayed until late in the school year, limiting its usefulness for real-time improvement. Missed opportunities for timely coaching prevent teachers from adjusting instruction to meet student needs.

★ = Priority

Perceptions

Summary

Our school is viewed as a supportive and student-centered community that fosters attendance and persistence through targeted efforts. Students in higher academic groups consistently demonstrate stronger Average Daily Attendance (ADA), reflecting engagement and motivation. Increased parent involvement correlates with improved student persistence, underscoring the importance of family partnership in our school culture.

Additionally, all departments collaborate effectively to address and support diverse family needs, creating a welcoming and inclusive environment. Recent enhancements to transportation services, including the addition of more bus stops, have made attending school more accessible for families, further reinforcing our commitment to removing barriers and promoting consistent attendance.

Together, these strengths contribute to a positive reputation as a school that prioritizes both academic success and family engagement.

Strengths

Strengths

1. Students in higher academic groups are showing stronger ADA
2. Students with greater parent involvement have better persistence
3. All departments on campus support family needs
4. Transportation has opened more bus stops to make it easy for families

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Student persistence and Average Daily Attendance (ADA) have declined below target benchmarks. This decline is primarily due to inconsistent communication practices among staff, a lack of unified communication platforms, reduced family engagement, and transportation barriers stemming from the geographic distance between students' homes and the campus.	Decreased persistence and ADA are largely driven by inconsistent communication from school staff across multiple platforms (text, email, apps, phone calls). This of gap leads to confusion, missed information, and reduced family engagement. As a result, important updates about attendance & academics may go unnoticed, weakening trust and connection between families and the school.
2	When students live a considerable distance from school, they often rely on limited or unreliable transportation options. In some cases, families may lack access to personal vehicles, depend on public transit with inflexible schedules, or face financial burdens that make daily commuting difficult.	A significant root cause contributing to low Average Daily Attendance (ADA) and weakened academic outcomes is the geographic distance between students' residences and the school campus. Many students are enrolled from neighborhoods that are far outside the immediate school radius, resulting in transportation becoming a persistent challenge for families.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Students in grades 3-5 continue to struggle with conceptual understanding in math, resulting in low Meets and Masters performance and an 18-point drop in SAS data from 2024 to 2025.	* Instructional focus has prioritized procedural fluency over conceptual understanding. * Inconsistent use of manipulatives and visual models during Tier 1 instruction.
2 ★	Current enrollment patterns and growth projections present challenges that may impact the timeline and resources needed to reach this goal. Developing a clear, realistic enrollment strategy aligned with the "Path to an A" plan is essential to ensure the campus has the appropriate student population and support systems to meet academic targets within a feasible timeframe.	The primary factors hindering progress toward the Path to an A are poor student attendance and an unrealistic timeframe for completing the necessary steps. Low attendance rates reduce instructional time and negatively impact student achievement, while the current timeline does not allow adequate time for implementing and sustaining key improvements to meet academic goals.
3 ★	Students continue to struggle with reading comprehension and writing skills, particularly among SPED populations, whose performance remains significantly below campus and district expectations.	* Lack of explicit instruction in comprehension strategies during Tier 1 instruction. * Insufficient integration of writing-to-learn opportunities across all contents. * SPED support may not be aligned closely to grade-level TEKS or general education pacing.
4 ★	Students are struggling with writing and the development of their writing skills in K-5. This has led to a dip in overall proficiency in TELPAS for EB students specifically.	* Limited time for small group instruction targeting comprehension and constructed response. * Lack of vertical alignment for screen to scratch protocol across grade levels. * DI lesson pacing is too fast, resulting in low mastery and incomplete skill acquisition.
5 ★	Teachers have expressed concerns about a lack of consistent professional development and timely coaching. Many feel they are not receiving regular, meaningful feedback to support their instructional growth.	Teachers are not receiving regular, structured observations throughout the year. Feedback is often delayed until late in the school year, limiting its usefulness for real-time improvement. Missed opportunities for timely coaching prevent teachers from adjusting instruction to meet student needs.

6 ★

Student persistence and Average Daily Attendance (ADA) have declined below target benchmarks. This decline is primarily due to inconsistent communication practices among staff, a lack of unified communication platforms, reduced family engagement, and transportation barriers stemming from the geographic distance between students' homes and the campus.

Decreased persistence and ADA are largely driven by inconsistent communication from school staff across multiple platforms (text, email, apps, phone calls). This of gap leads to confusion, missed information, and reduced family engagement. As a result, important updates about attendance & academics may go unnoticed, weakening trust and connection between families and the school.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Federal Report Card and accountability data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Other PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **Campus leadership data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 TLA will meet the yearly ADA goal set by the district for the campus.

Performance Objective 1 ☑ High Priority

All staff will monitor ADA following escalation matrix to increase daily ADA.

Evaluation Data Source: Daily & YTD ADA
Principal Dashboard

Strategy 1

All staff will conduct daily ADA Huddles to share out data and track chronic absenteeism.

Strategy's Expected Result/Impact: ADA will increase in each quarter to meet the yearly goal.

Staff Responsible for Monitoring: APO, APIs, GTLs, Office OPS and teachers of record.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



November March July

Performance Objective 2 ☑ High Priority

Visible ADA Trackers by Grade Level Team to increase grade level attendance.

Evaluation Data Source: Principal Dashboard
ADA in PS

Strategy 1

GTLs will lead and own visible hallway ADA trackers.

Strategy's Expected Result/Impact: Increased visibility and tracking will lead to maintaining and increasing ADA.

Staff Responsible for Monitoring: GTLs & Lead Team
APO for verifiaiton

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November	March	July

Goal 2 TLA will improve student culture & engagement.

Performance Objective 1 ☑ High Priority

Build student ownership of academic goals through student owned tracking systems.

Evaluation Data Source: District and campus assessments
Report Cards

Strategy 1

Students set, track and reflect on their academic goals.

Strategy's Expected Result/Impact: Students will increase in their overall academic in core contents and know what their gap is in each content.

Staff Responsible for Monitoring: Content Teachers & APIs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 ☑ High Priority

Decrease Level 2 & 3 incidents for the year.

Evaluation Data Source: BRS
PS
Incidents by Grade Level

Strategy 1

Utilizing our MTSS for each student, staff will address the whole child.

Strategy's Expected Result/Impact: Increase Family/Student Survey results

Staff Responsible for Monitoring: Teachers of Record
Principal & APIs

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November	March	July

Goal 3 TLA will increase student persistence.

Performance Objective 1

Increase the celebrations and joy factor monthly.

Evaluation Data Source: ADA
Student/Parent Survey
Behavior Trends

Strategy 1

Host monthly celebrations for students that highlight growth and achievement in all campus goals.

Strategy's Expected Result/Impact: Academic Growth
Persistence Increase by Q
Behavior Trends

Staff Responsible for Monitoring: Lead Team
GTLs & Teachers of Record

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 2

Increase parent involvement at each family engagement event.

Evaluation Data Source: Sign in Sheets/QR Codes
Family/Parent Survey at BOY, MOY & EOY
Student Engagement
Persistence Data Benchmarks

Strategy 1

Establish Parent Teacher Organization on Campus

Strategy's Expected Result/Impact: Increase parent involvement
Increase persistence

Staff Responsible for Monitoring: Principal, APIs, SC, AA and GTLs

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Considerable Progress		

Goal 4 TLA will increase overall student achievement.

Performance Objective 1 ☑ High Priority

Strengthen Conceptual Understanding in Math

Evaluation Data Source: STAAR Math 2026
SAS Growth
Weekly Exit Tickets & Edcite Data
GET Observations rating for GET 3 on SchoolBoost

Strategy 1

Lesson Internalization with CRA Focus

Strategy's Expected Result/Impact: Math students in 3-5 grade will demonstrate a 10-pt. increase in meets & masters on tthe STAAR Math 2026 assessment compared to the 2025 results

Staff Responsible for Monitoring: Upper grade content teachers
Lead Team
GTLs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Provide PD on conceptual modeling monthly to model CRA implementation.

Strategy's Expected Result/Impact: Increase in Meets/Masters on the STAAR Math 2026 assessment with evidence & growth in conceptual reasoning & problem-solving performance.

Staff Responsible for Monitoring: Content Math Teachers
Lead Team
Content Math Lead

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November | March | July

Strategy 3

Build academic language through Math word walls, vocabulary journals, and structured talk stems.

Strategy's Expected Result/Impact: This will strengthen reasoning and justify solutions in Math to increase overall STAAR Math 2026 results.

Staff Responsible for Monitoring: Content Teachers
Lead Team
Content Lead

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November | March | July

Performance Objective 2 ☑ High Priority

Strengthen SPED & General Education Collaboration

Evaluation Data Source: Semester & Mock Exams
STAAR Data

Strategy 1

Provide additional reading supports in academic block through IXL Learning, Writing practice, & daily feedback to writing.

Strategy's Expected Result/Impact: Increase scores in Reading overall in STAAR.

Staff Responsible for Monitoring: RLA Teachers
Students
LT

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November | March | July

Strategy 2

Provide Math support to identified critical students in 3rd-5th grade in academic block and before the instructional day.

Strategy's Expected Result/Impact: Increase in meets and masters data in all local and state assessments.

Staff Responsible for Monitoring: Content Upper grade teachers
Lead Team
GTLs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November | March | July

Strategy 3

Provide explicit comprehension strategy instruction

Strategy's Expected Result/Impact: Students will have a 10-pt. increase in meets and masters on the 2026 STAAR Reading assessment.

Staff Responsible for Monitoring: Lead Team
RLA Teacher
RLA Content Lead

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Some Progress

November | March | July

Performance Objective 3 ☑ High Priority

Increase listening, speaking, writing, and reading skills in K-2.

Evaluation Data Source: DI
Grades
DIBELS

Strategy 1

Improve accuracy, rate, and expression while reading connected text such as Repeated readings, Echo reading & choral reading by using leveled passages. dence and speed.

Strategy's Expected Result/Impact: Increase in students set fluency goals and to track growth.

Staff Responsible for Monitoring: K-2 grade teachers
APIs

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 4 ☑ High Priority

Improve reading comprehension and writing integration

Evaluation Data Source: DIBELS
STAAR
ET Data
Sem. & Mock Data

Strategy 1

Provide Explicit vocabulary instruction: Teach Tier 2 academic words in context & activate prior knowledge and preview texts before reading.

Strategy's Expected Result/Impact: Increase in DIBELS at MOY & EOY for K-2
STAAR Reading in grades 3-5 will demonstrate a 10 pt increase in Approaches.
Being promoted at or above grade level.
Confident readers and writers.

Staff Responsible for Monitoring: Content Teachers & LT

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November | March | July

Strategy 2

Embed short constructed responses and quick writes in reading, science and social studies.

Strategy's Expected Result/Impact: This will reinforce critical thinking and proper use of text evidence which will lead to 8 pt gain in Approaches and a 5 pt gain in Meets.

Staff Responsible for Monitoring: Teachers
Lead Team

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November | March | July

Goal 5 TLA will maintain staff retention.

Performance Objective 1 ☑ High Priority

Provide timely & consistent teacher feedback each quarter.

Evaluation Data Source: SchoolBoost Data
AEES Survey
Campus Data trackers

Strategy 1

Use the GET to provide feedback, apply and follow up on next steps to ensure teacher's growth and development in needed areas.

Strategy's Expected Result/Impact: Increase staff retention.
Increase AEES results

Staff Responsible for Monitoring: LT & GTLs

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Ensure PD provided to staff is differentiated and allows for clinics/dress rehearsals.

Strategy's Expected Result/Impact: Staff

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2

Ensure celebrations are consistent and highlight all growth and is equitable.

Evaluation Data Source: AEES Survey
Quarterly Staff Surveys

Strategy 1

Grade Level Admin presents highlights & praise during weekly tactical meetings to plan and celebrate staff.

Strategy's Expected Result/Impact: Staff Retention goal met.
AEES Survey Increase

Staff Responsible for Monitoring: LT

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALEJANDRA GARZA	COTEACHER	School-wide Program	1
ELIZABETH DUQUE GARCIA	COTEACHER	School-wide Program	1
JESSICA SANCHEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
LIZZETTE NICOLE SEGURA	COTEACHER	School-wide Program	1
RUTH Marie TORRES	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	COTEACHER	School-wide Program	1
VALERIA GARZA	COTEACHER	School-wide Program	1

IDEA Public Schools

Tres Lagos College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:03 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Goals 15

Goal 1 : TLCP will increase student academic achievement. 16

Goal 2 : Staff retention in TLCP (Tres Lagos College Prep) will increase by 3% by the end... 19

Goal 3 : TLCP increases student persistence by 5% across all grade levels by the end of ... 21

Goal 4 : TLCP achieves 100% CCMR for all graduating seniors by the end of the 2025-20... 23

Goal 5 : TLCP increases Average Daily Attendance (ADA) in high school (9th-12th) by 3%... 26

Title I Summary 29

Title I Personnel 30

Comprehensive Needs Assessment

Demographics

Summary

Our campus serves a diverse population of students with unique backgrounds and needs. As of the current academic year, our total enrollment is approximately 673 students. The student population is composed of:

Economically Disadvantaged: [%]
English Language Learners (ELLs): [%]
Special Education (SPED): [%]
Gifted and Talented (GT): [%]
At-Risk Students: [%]
Homeless / Highly Mobile: [%]

These demographics highlight the need for differentiated instruction, targeted interventions, and culturally responsive teaching. Our staff must be equipped to support students academically, socially, and emotionally. Particular attention should be paid to supporting our English Language Learners, SPED population, and students identified as at-risk, to ensure equitable access to rigorous instruction and necessary support services.

The data indicates the need for continued professional development in inclusive practices, bilingual/ESL support, trauma-informed care, and strategies for addressing academic gaps—particularly in reading and math. Family engagement strategies must also consider the cultural and linguistic diversity of our community to strengthen the home-school connection.

Strengths

Teacher Retention was increased
Student persistence

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Teacher culture is not at 100%.	Teachers do not adhere to Campus Culture
2 ★	Attendance ADA	Parent involvement in student education/lack of investment in the student's education

★ = Priority

Student Learning

Summary

The benchmarks are a good indicator of the overall performance of the students in their actual STAAR and state tests. Overexerting the students with too many mocks can result in opposite trends due to students not trying anymore. OTG marks allows us to better prepare for graduation plans, an teacher support for students out of track are imperative to meet our school goal. Special education data was not provided therefore the results for this section are pending.

Strengths

- **Mock is a good measure for actual STAAR/AP exams results.**
- **Reading CSI goal was met. The goal for Reading CSI was exceeded at 63%.**
- **30% AP Scholars goal increased. 23-24 AP percent was 12% last year, this year the AP goal increased to 17% for the class 2025. AP increase of 5% .**
- **Students starting in 7th grade were tested for Spanish. This led to Credit by Exam for Spanish I, II, and III leading placement into AP Spanish Language.**

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Lack of AP Scholars and STAAR mastery.	The campus underperformed on last year's AP assessment data. Campus priorities were heavily emphasized on STAAR/AP data. Boot camps are exhausting for all stakeholders.
2	Class instruction time was heavily affected by frequently modified schedules.	Implementing HB 1416/AP hour during school hours twice a week. (~20 mins - 7-9 days, ~50 mins - 17-20 days)
3 ★	Culture and System & Procedures not fully established by the end of Quarter 1.	Lack of PDs that emphasize Culture and Systems & Procedures. Culture shock for NTI teachers.

★ = Priority

School Processes & Programs

Summary

The benchmarks are a good indicator of the overall performance of the students in their actual STAAR and state tests. Overexerting the students with too many mocks can result in opposite trends due to students not trying anymore. OTG marks allows us to better prepare for graduation plans, an teacher support for students out of track are imperative to meet our school goal. Special education data was not provided therefore the results for this section are pending.

Strengths

MEs is a good measure for actual STAAR/AP exams results.
CSI is above district goal.
Our 30% AP Scholars goal was 12% last year - this year it is 17% for the class 2025, an increase of 5% increase.
Credit by exam for Spanish I, II, and III to be placed into AP Spanish Language.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Teachers are feeling overwhelmed and unsupported.	Unclear communication about calendar events and deadlines. Additional teacher tasks (festivals, WTI, tutoring, Sat. School)
2	Students not happy at school.	High performing students impacted due to other students not meeting behavior expectations.

★ = Priority

Perceptions

Summary

IDEA Tres Lagos College Prep is a high-performing campus with strong persistence, ADA close to target, and improved staff retention. Teachers feel their work is meaningful, and there is a clear sense of camaraderie and student-focused mission. However, continued focus is needed in supporting teacher wellness, ensuring work-life balance, and addressing perceptions of fairness and compensation to sustain long-term morale and retention. By addressing these issues, we can sustain more progress in our culture of students and values that will assist in our partnership as a campus.

Strengths

1. Strong Student Persistence and Retention

94.8% overall student persistence exceeds the regional average.
100% persistence in 12th grade highlights strong support for seniors.

2. Positive Staff Relationships and Team Culture

85% of staff report having a close friendship with a team member.
High ratings in camaraderie and feeling accepted and valued show a strong team environment.

3. Clear Leadership Expectations and Communication

Most staff agree that leadership sets clear expectations and communicates important updates.
Staff feel their feedback is valued and that leaders show gratitude for their work

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Professionalism, ethics, and accountability expectations are disproportionately placed on teachers, creating feelings of unfairness and burnout.	Lack of shared ownership across all campus roles; unclear systems for holding all staff to the same standards.
2	Communication from HQ does not consistently reach teachers with clarity or timeliness.	Too many layers of communication between HQ, region, campus leadership, and teachers.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Attendance ADA	Parent involvement in student education/lack of investment in the student's education
2 ★	Culture and System & Procedures not fully established by the end of Quarter 1.	Lack of PDs that emphasize Culture and Systems & Procedures. Culture shock for NTI teachers.
3 ★	Teachers are feeling overwhelmed and unsupported.	Unclear communication about calendar events and deadlines. Additional teacher tasks (festivals, WTI, tutoring, Sat. School)
4 ★	Professionalism, ethics, and accountability expectations are disproportionately placed on teachers, creating feelings of unfairness and burnout.	Lack of shared ownership across all campus roles; unclear systems for holding all staff to the same standards.

★ = Priority

Goals

Goal 1 TLCP will increase student academic achievement.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

TLCP will ensure high-quality instruction and targeted interventions through data collection and data-driven decisions.

Evaluation Data Source: District assessments and exit ticket data

Strategy 1

TLCP will collaborate to create cross curricular planning to target STAAR standards and TEKS.

Strategy's Expected Result/Impact: SAS will result in 4 points increase in overall SAS on state assessments by the end of the 25-26 academic year

Staff Responsible for Monitoring: API, Teacher of record, and Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

TLCP will complete 100% of Hb1416 minutes before students take their STAAR exams.

Evaluation Data Source: HB 1416 minute completion
Meet growth goal at semester exam and mock exam

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

100% of students identified under HB 1416 will receive targeted accelerated instruction aligned to their individual learning needs.

Strategy's Expected Result/Impact: 3 pts increase in Meets or Masters performance on STAAR Reading and Math across all grade
8% over all reduction in students scoring in the "Did Not Meet" category, as measured by interim and state assessments

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 3 ☑ High Priority ☑ HB3 Goal

TLCP teachers will implement differentiated instructional strategies in lesson planning and execution. ,

Evaluation Data Source: 80% of teachers will be rated proficient or higher on GET 1, 2, 3
95% of weekly lesson plan are submitted with differentiation strategies included

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Monitor lesson plan during lesson LP review time, provide quality feedback to lesson plan by the deadline. , walkthroughs, and observations.

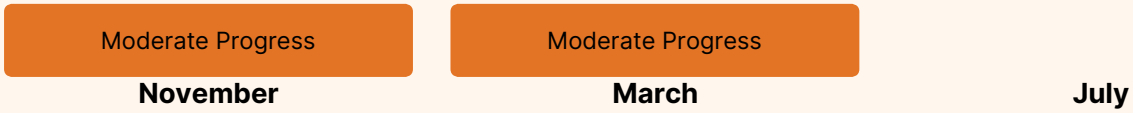
Strategy's Expected Result/Impact: increase 8 pts in overall Meets and Masters on STAAR assessments (Math, Reading, Science, and SS)
reduce 10% percentage overall of students not meeting grade level in Reading Math Science and SS

Staff Responsible for Monitoring: API, teacher of content, and principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Coach teachers who are not at proficient through 1-1 lesson planning time and LP clinics.

Strategy's Expected Result/Impact: increase percentage of proficient teachers' in GET 1 and GET3 (differentiation in lesson planning and delivery)

Staff Responsible for Monitoring: API and principal

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 4 ☑ High Priority

TLCP 6th-Alg 1 grade students will increase Math Meets performance from 42% to at least 48% by the end of the 25-26 school year.

Evaluation Data Source: Unit Assessments
Semester Exam
90/60/30 data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Performance Objective 5 ☑ High Priority

By the end of the 25-26 school year, IDEA Tres Lagos College Prep will increase its overall academic growth composite score from 68 (C) to 76 (B) (Rdg. 69% Math 75%=85%)

Evaluation Data Source: Domain II data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Goal 2 Staff retention in TLCP (Tres Lagos College Prep) will increase by 3% by the end of the 2025-2026 school year

Performance Objective 1 ☑ High Priority

TLCP will implement a Bi-monthly Staff Culture Pulse Survey with the goal of achieving and maintaining an overall average of 4.0 or higher by June 2026.

Evaluation Data Source: AEES Survey
Bi-monthly Staff Culture Pulse Survey averages tracked across six survey cycles (Aug 2025-June 2026)

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

TLCP lead team will strategically plan for targeted teacher coaching through individualized professional development, specific onboarding plans, and strategic mentorships

Strategy's Expected Result/Impact: fosters a positive and high-performing staff culture
teachers get the right professional development (according to their needs and gaps)

Staff Responsible for Monitoring: GET ratings
API
Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 2 ☑ High Priority

TLCP LT will achieve above 80% positive responses on the Annual Employee Experience (AEE) Survey question: "I would recommend my manager to others." by June 2026.

Evaluation Data Source: AEES Survey
Powerbi staff retention data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

TLCP will plan celebrations during tatical and ILT tactical. (Monthly Staff Spotlight & Awards,

Personalized Recognition, Quarterly Incentives & Celebration, Leadership Team "Pop-Up Gratitude" Visit, Teacher/Staff of the Month, Recognition Tied to Campus Goals)

Strategy's Expected Result/Impact: Teachers to feel appreciated and seen.
Increase AEES results

Staff Responsible for Monitoring: Admin Assistant
API
Principal
DCC
CC

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Moderate Progress	Some Progress	

Performance Objective 3

By June 2026, 100% of teachers will receive coaching aligned to campus priorities, resulting in measurable growth in classroom instruction and student outcomes..

Evaluation Data Source: TLCP Leadership Team (LT) will implement a consistent coaching cycle to develop and grow all teachers in instructional excellence.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Goal 3 TLCP increases student persistence by 5% across all grade levels by the end of the 2025-2026 school year.

Performance Objective 1 ☑ High Priority

Create and implement a student engagement plan system to increase persistence by 5% for 6th-12th grades.

Evaluation Data Source: Powerbi reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

During homeroom time launch a campus-wide check-in system to identify academic, social, and emotional needs.

Strategy's Expected Result/Impact: increase persistence by 5% for 6th-12th grades.

Staff Responsible for Monitoring: Principal, APs, Grade-Level Leads, SC, APO

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

Plan to celebrate student milestones (attendance, academic growth, character awards, sports awards) through ceremonies, pep rallies, and shoutouts.

Strategy's Expected Result/Impact: increase persistence by 5% for 6th-12th grades.

Staff Responsible for Monitoring: Principal, APs, Grade-Level Leads, SC, APO

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 2 ✅ High Priority

By May 2026, TLCP will implement a family academic education and engagement plan to increase parent awareness of TLCP's academic programs, college readiness supports, and student success data--resulting in increased confidence in the school and contributing to a 5% increase in student persistence, as measured by re-enrollment and family feedback data.

Evaluation Data Source: 5% increase in student persistence, as measured by re-enrollment and family feedback data.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Semester PTG meetings and Curriculum nights

Strategy's Expected Result/Impact: 5% increase in student persistence,

Staff Responsible for Monitoring: APO
SC
PRINCIPAL
ATH. COORDINATOR

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

Increase student persistence by fostering a strong sense of belonging and pride in TLCP through expanded access, visibility, and celebration of extracurricular programs.

Strategy's Expected Result/Impact: 5% increase in student persistence, as measured by re-enrollment and family feedback data.

Staff Responsible for Monitoring: APO
SC
PRINCIPAL
ATH. COORDINATOR

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Some Progress	

Goal 4 TLCP achieves 100% CCMR for all graduating seniors by the end of the 2025-2026 school year .

Performance Objective 1 ☑ High Priority

By June 2026, 100% of graduating seniors will meet at least one college readiness indicator (TSIA, SAT, ACT, or college course completion).

Evaluation Data Source: TSI completion
ACT score
AP score

Summative Evaluation: Met Performance Objective

Strategy 1

100% of students will receive targeted preparation for testing and be given various testing opportunities for TSI, ACT, and AP.

Strategy's Expected Result/Impact: 100% of graduating seniors will meet at least one college readiness indicator

Staff Responsible for Monitoring: DCC
CC
Principal
AP point person

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Considerable Progress	

Strategy 2

TLCP will host College Readiness Nights to inform families of CCMR indicators and supports.

Strategy's Expected Result/Impact: 100% of graduating seniors will meet at least one college readiness indicator

Staff Responsible for Monitoring: DCC
CC
Principal
AP point person

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 2 ☑ High Priority

By June 2026, TLCP will implement and maintain individual CCMR tracking folders for 100% of TLCP students 9th-12th.

Evaluation Data Source: CCMR tracking reports for 9th-12th

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Assign ownership of each student's folder to a designated advisor, counselor, or College Prep teacher.

Strategy's Expected Result/Impact: CCMR 100% completion

Staff Responsible for Monitoring: DCC
CC
Principal
AP point person

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Strategy 2

Conduct monthly audits to track progress on college entrance exams, IBCs, applications, FAFSA completion, and enlistment documentation.

Strategy's Expected Result/Impact: CCMR 100% completion

Staff Responsible for Monitoring: DCC
CC
Principal
AP point person

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Moderate Progress	Moderate Progress	

Performance Objective 3 ☑ High Priority

25% of TLCP 11th grade students (21 scholars) will earn a qualifying score (3+) on at least one AP exam by the end of the 25-26 school year

Evaluation Data Source: AP exam data

Summative Evaluation: Some progress made toward meeting Performance Objective

Performance Objective 4 ☑ High Priority

100% of 9th-12th grade TLCP scholars will demonstrate college readiness by achieving or exceeding ACT benchmarks for their respective grade levels by June 2026.

Evaluation Data Source: ACT score

Summative Evaluation: Some progress made toward meeting Performance Objective

Goal 5

TLCP increases Average Daily Attendance (ADA) in high school (9th-12th) by 3% in grades by the end of the 2025-2026 school year.

Performance Objective 1

☑ **High Priority**

By June 2026, TLCP will implement a campus-wide ADA monitoring and intervention system, resulting in at least a 3% increase in overall high school attendance, as measured by PEIMS ADA reports.

Evaluation Data Source: ADA Matrix

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

TLCP will launch an ADA data tracking system for daily attendance tracking by grade level and homeroom

Strategy's Expected Result/Impact: 3% increase in overall high school attendance, as measured by PEIMS ADA reports.

Staff Responsible for Monitoring: APO
GTL
TEACHERS
API
Principal

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

Conduct daily ADA reviews of ADA data with leadership and grade teams to review trends and adjust interventions.

Strategy's Expected Result/Impact: 3% increase in overall high school attendance, as measured by PEIMS ADA reports.

Staff Responsible for Monitoring: APO
GTL
TEACHERS
API
Principal

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 2 ☑ High Priority

By May 2026, TLCP will increase student and family investment in daily attendance through targeted incentives, communication, and community-building initiatives, contributing to a 3% increase in ADA.

Evaluation Data Source: ADA Matrix

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Provide real-time attendance updates and progress reports to families using REMIND APP, Parent Weekly, Facebook Highlights, parent portals.

Strategy's Expected Result/Impact: 3% increase in ADA.

Staff Responsible for Monitoring: APO
API
GTLS
PRINCIPAL

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Some Progress	

Strategy 2

Create CAMPUS wide attendance competitions with rewards (field trips, spirit days, lunch incentives, PBIS points.

Strategy's Expected Result/Impact: 3% increase in ADA.

Staff Responsible for Monitoring: APO
GTLS
PRINCIPAL

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Some Progress	

Title I Summary

Title I Personnel

Name	Position	Program	FTE
DANIELLA MARIE SANCHEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
SHONA JEAN LONGENECKER	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Walzem Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:01 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 10

Perceptions 13

Priority Problem Statements 15

Data Documentation for CNA 18

Improvement Planning Data 19

Accountability Data 19

Student Data: Assessments 19

Student Data: Student Groups 20

Student Data: Behavior and Other Indicators 20

Employee Data 20

Parent/Community Data 21

Support Systems and Other Data 21

Goals 22

Goal 1 : Improve DIBELS outcomes in K-2. 23

Goal 2 : IDEA achieves an A Rating 24

Goal 3 : Increase student persistence 28

Goal 4 : Increase student daily attendance 31

Goal 5 : Increase staff retention 33

Title I Summary 35

Title I Personnel 36

Funding Summary 37

SCE Accelerated Instruction (PIC 24) 38

IDEA-B (4130) 38

State SPED (PIC 23) 38

State BESL (PIC 25) 38

Title I Parent Reservation (4120-PAR) 39

Comprehensive Needs Assessment

Demographics

Summary

IDEA Walzem Academy was established in **2014.** Our mission is to create a safe, vigorous learning environment that prepares diverse students for successful navigation ***to and through college***. We believe in fostering self-disciplined, socially responsible, lifelong critical thinkers as we rapidly close achievement gaps through a rigorous college prep curriculum to become San Antonio's largest producer of college graduates.

The current school enrollment is **636** students in grades Kindergarten through Fifth, with an average daily attendance **(ADA)** rate of **93.79%**.

Student Demographics: Hispanic students comprise 62% of the student population, 24% is African-America/Black, 7% is White, 3% is Asian and scholars who identify as Two or More Races 2%, 1% is Pacific Islander, and .79% is American Indian. 82% of the students are economically disadvantaged; 22% are Emergent Bilingual (EB)/English Language Learners (ELL); 12% make up the Special Education population.

IDEA Walzem Academy is committed to educating the whole child; therefore, we place the same value on building our scholar's social, emotional, and behavioral skills as we do on our scholars' academic skills. **School Environment Data:** Walzem Academy has a full-time, licensed social worker/school counselor on staff, a full-time health-aide on staff, and a full time Regional Registered Nurse (RN). **Staff Race Ethnicity Data:** 55***%*** Hispanic; 34***%*** African American; 11***%*** White. **Instructional Staff Data:** IDEA Walzem Academy has an **81**% Teacher Retention rate, and 99% of Lead Team retention. Teachers are invaluable to the field of education, and at IDEA Walzem Academy, we understand the importance of our staff returning year-after-year. Teacher sustainability builds a strong school culture and an even stronger community.

Strengths

IDEA Walzem Academy's student demographic data mirrors the staff race ethnicity data, with **student demographics** for **Hispanic student data** is at (62%) and **staff Hispanic data** is at (55***%***). The African American/Black **student data** is at (24%) and the **staff African American/Black data** is at (***34%***). Though this is the primary make-up of the campus, all ethnic groups are vital contributors to the diversity and uniqueness of IDEA Walzem Academy. The school community and staff are invested in the mission - ***college for all.***

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	There is a need to retain students (New to IDEA and returning families) year after year as 81.% of students are projected to persist to the 24/25 SY. (Goal is 90%)	1. Lack of clear communication about what our campus wide and district wide expectations are. Families name that we are too strict or that we are not addressing bullying incidents.
2 ★	There is a need to train and provide ongoing coaching to teachers in social-emotional intelligence to minimize Level 1 infractions (on average Level 1 offenses per day = 20- 30 / Level 2 OSS = 101 for the year)	1. Leaders failed to observe and coach teachers to mastery in the implementation of the campus culture rubric and SEL rubric. (I.e., Relationship rubric, MTW, CC rubrics and GET 2) 2. Inconsistent implementation of school wide social-emotional learning - Move this World) and/or Community Circles (CC) - to develop healthy student-student and student-teacher interactions and relationships.

★ = Priority

Student Learning

Summary

IDEA Walzem Academy students in the 2023-2024 school year achieved the following on our STAAR assessment:

IDEA Walzem Academy				
	APPROACHES	MEETS	MASTERS	ACHIEVEMENT AVERAGE
3rd ELAR	64	40	14	39
3RD MATH	52	25	7	28
4TH ELAR	77	36	13	42
4TH MATH	50	20	5	25
5TH ELAR	79	60	33	57
5TH MATH	78	52	19	50
5TH SCIENCE	73	45	22	46
OVERALL	68	40	16	41

Approaches indicates your student has some knowledge of course content but may be missing critical elements - student needs additional support in the coming year; however, the student was able to meet the minimum benchmark required to pass their grade level, content specific exam. The passing score ranges between 48-71%.

Meets indicates your student has a strong knowledge of course content - student is prepared to progress to the next grade and was able to reach a benchmark score that ranges between 72-90%.

Masters indicates your student demonstrated mastery of the course knowledge and skills and was able to reach a benchmark score that ranges between 82 - 100%- student is on track for college and career readiness.

IDEA Walzem Academy is committed to closing gaps for our sub-populations who show academic concerns: Hispanic, EL, SPED, African American and Economically Disadvantaged, Special Education (SPED) and Emergent Bilingual (EBs). We have adjusted our Response to Intervention (RTI) program and process to ensure students are getting appropriate supports at all tiers: Tier I, Tier II and Tier III interventions, which will ideally support students not only passing but also achieving Meets and Master status. The most critical area is SPED Reading and Math, plus EB Math.

TELPAS data indicates students are moving up one composite score (for example from Beginner to Intermediate, from Intermediate to High, and from High to Advanced High); however, not enough students are scoring in the Advanced High range as quickly as they should. Most students should be in the Advanced High range by 4th and 5th grade but scores show many students are still in only the Advanced level by 4th and 5th grade. It's always been a school-wide expectation to include ELPS (English Language Proficiency Standards) in classrooms, but we will ensure lesson plans include opportunities for students to speak, listen, read and write daily. This will help students develop the language proficiencies necessary to acquire English.

In our primary elementary grades (K - 2), our scholars were able to achieve the following outcomes in our Reading Mastery program, a reading program that uses the Direct Instruction (DI) method to help students master essential decoding and comprehension skills. Kinder ended the year at 15% on track; 1st grade ended the year at 55% on track, and 2nd grade ended the year at 67% on track. Our K-2 content data indicates the urgency to increase Meets and Master outcomes in 1st and 2nd grade Math and Reading. Teachers are averaging between 30-40% of scholars achieving Master and 20-30% averaging Masters. This number needs to be 50-60% for Meets and 30-40% for Masters. This indicates that scholars transitioning to STAAR tested grade levels have a strong foundation of the core TEKs in that grade level and are ready to challenge the next grade.

Strengths

The 5th grade Reading outcomes were the strongest at 79/60/33 (AA 57).

5th grade math was also strong scoring 78/52/19 (AA 50).

Overall 5th grade had the strongest scores across 3rd-5th grade scores; which indicates that our students are achieving growth year

after year.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	EB and SPED scholars are failing to pass and/or hit their Meets/Masters targets on the STAAR Reading and Math exams	1. Interventions are not differentiated to ensure the individual needs of the scholar are being met in Math and Reading.
2 ★	Student achievement average was lower than the district benchmark.	1. Delayed start to student data tracking mechanisms with consistent follow up from leaders

★ = Priority

School Processes & Programs

Summary

IDEA Walzem Academy is **a college prep precursor** before our students transition to the college prep, sixth thru twelfth grade and eventually graduate to fulfill IDEA's mission - ***all scholars going to and through college.*** Our campus is committed to immersing every scholar in rigorous, engaging curriculum from Kinder through Fifth grade. We offer an exceptional TEKs-based curriculum that is created with your scholar in mind. The goal is to build conceptual understanding through a student-centered, inquiry-based approach.

Developing teachers and leaders is a top priority at IDEA Walzem Academy; we do this through a research-based coaching approach.

For Leaders, we use School Leadership Levers supported with quarterly Coaching Academies led by the Region's Directors of Leader Development. Leaders are coached 100% by their Principal, but some leaders have additional coaches based off the work they lead and/or their years as a leader.

For Teachers, we use a coaching model that builds leader capacity to **coach to mastery.** This means - we go through a clear, consistent coaching cycle with teachers: Observe Classroom Instruction, engage in a Coaching Conversation and follow-up and Coach to Mastery. This cycle is supported with the Guidepost to Excellent Teaching (GET) rubric. The rubric is a tool for evaluation, coaching, and personal development. It is used to describe and assess teacher performance across five Guideposts: **1. Content:** Are students engaged in content aligned to the appropriate standards for their subject and grade? **2. Culture:** Are students joyfully engaged in a positive learning environment? **3. Ownership:** Are students doing the thinking? **4. Using Data:** Are students demonstrating that they are learning? **5. Beyond the Lesson:** Do your overall actions support student learning?

Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
- For 17 years in a row, 100% of IDEA students have been accepted into college, demonstrating that IDEA academic programming is adequately preparing students for post-secondary education.
- In 2022, four IDEA schools were ranked in the top 10 Most Challenging Schools in the Nation and 13 were ranked in the top 1% of schools nationwide, by the Jay Mathews Challenge Index High School Rankings.

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2021 with 48% of ELs meeting that target.
- IDEA provide targeted research based instruction to students who have a 2.0 year gap in Reading and/or Math with the goal of closing that gap by 2.0 years during the school year with our initiative called Critical Student Intervention (CSI). During the 21-22 school year, 2,562 out of 6,632 students meet that goal for Reading and 703 out of 1,268 students met the goal for Math.
- IDEA is in Year 3 of our TEA awarded Autism Grant. Through this grant we were able to increase support for 195 students with autism in Rio Grande Valley and Austin who met the criteria outlined by TEA for this grant.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our

students with dyslexia.

SEL/ Mental Health and Family Engagement

- IDEA has increased the number of licensed counselors and Social Workers by 50% over the past 2 years
- IDEA pre-pandemic ADA averaged 97.4%, district is committed to get back to that average
- IDEA retains an average of 84% of students year over year
- IDEA parents rate IDEA as 4.8/5 on the statement "My school is preparing my child for college"
- IDEA parents rate IDEA as 4.8/5 on the statement "My school hold my child to high academic standards"
- IDEA students rate IDEA as 4.6/5 on the statement "My teachers challenge me to do my best"

IDEA's individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow through also provide a supportive environment where employees have clear expectations for performance.

IDEA is currently undertaking an initiative to redefine its employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Teacher retention declined from 81% in the 22/23 SY to 80% in the 23/24 SY. *(5/10 = 50%) of leavers for the 23/24 SY were New-to-IDEA staff. *	1. Failed to coach to mastery 'priority' guideposts for New-to-IDEA (NTI) staff who failed to meet a rating of Proficient or higher: GET 1 - Instruction @ 78% / GET 2 - Culture @ 63% / GET 3 - Ownership @ 61% / GET 4 - Using Data @ 60%
2 ★	Annual Employee Experience Survey (AEES) survey indicated that 71% of staff deemed IDEA Walzem AC a "Great Place to Work." (Goal = 80%)	1. Failed to engage in quarterly "Listening Tours' and quickly implement feedback provided by staff. 2. Failed to implement 'empathy' conversations utilizing the tiered layers of leadership: GTL, Direct Manager/ API, or Principal

★ = Priority

Perceptions

Summary

IDEA Walzem Academy's Teacher retention this past year declined due to a change in leadership. However, before the leadership change staff was feeling overwhelmed, overworked, and not happy to be at work. With a clear plan of expectations from the leadership team, staff morale bean to increase and the AEE survey results increased from 68% to 71%

Conflict on campus is reduced through restorative practices centered around our social-emotional research-based program, ***Move this World***.

Move This World helps families, students, and teachers learn and implement essential social emotional skills that can be utilized in the classroom and beyond by focusing on: Self-Awareness - Identifying Emotions; Self-Management - Managing Emotions; Social Awareness - Being Empathetic; Relationship Skills and Responsible Decision Making. IDEA Walzem Academy also has a licensed Social Worker who provides group therapy and 1:1 student support; however, consent Must be given from the parent/guardian. The Social Worker also works closely with teachers to develop plans to help address root causes of behavior issues/concerns.

Strengths

Due to the recent rising safety concerns in schools and on social media platforms, IDEA Walzem Academy increased campus awareness, resources and support for the social-emotional well-being of all students. This still remains a priority for the campus. We place the same on building our student's social, emotional, and behavioral skills as we do on our students' academic skills. We believe we must create a community and an environment that allows students to feel safe, valued, seen, and heard, as well as a climate that leaves our students excited to come see what new things are happening at school each day. When there is a break down in culture, it is our responsibility to help identify the gaps in skills in our students and to help support them in problem solving the challenging behavior.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	60% scholars and 61.7% of staff feel Walzem AC is a safe place to learn/safe place to work.	1. Reported incidents from parents/guardians of inappropriate conduct: verbal and physical, throughout the year from (31) students in grades K-5. 2. Did not consistently follow the consequence ladder and held a PD to reset expectations with teachers.
2 ★	Limited parent-teacher touch points focused on their student's academic progress.	1. Failed to embed monthly/quarterly parent-teacher meetings into the campus year-long-plan.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	There is a need to train and provide ongoing coaching to teachers in social-emotional intelligence to minimize Level 1 infractions (on average Level 1 offenses per day = 20- 30 / Level 2 OSS = 101 for the year)	1. Leaders failed to observe and coach teachers to mastery in the implementation of the campus culture rubric and SEL rubric. (I.e., Relationship rubric, MTW, CC rubrics and GET 2) 2. Inconsistent implementation of school wide social-emotional learning - Move this World) and/or Community Circles (CC) - to develop healthy student-student and student-teacher interactions and relationships.
2 ★	EB and SPED scholars are failing to pass and/or hit their Meets/Masters targets on the STAAR Reading and Math exams	1. Interventions are not differentiated to ensure the individual needs of the scholar are being met in Math and Reading.
3 ★	Student achievement average was lower than the district benchmark.	1. Delayed start to student data tracking mechanisms with consistent follow up from leaders
4 ★	Annual Employee Experience Survey (AEES) survey indicated that 71% of staff deemed IDEA Walzem AC a "Great Place to Work." (Goal = 80%)	1. Failed to engage in quarterly "Listening Tours' and quickly implement feedback provided by staff. 2. Failed to implement 'empathy' conversations utilizing the tiered layers of leadership: GTL, Direct Manager/ API, or Principal
5 ★	Teacher retention declined from 81% in the 22/23 SY to 80% in the 23/24 SY. *(5/10 = 50%) of leavers for the 23/24 SY were New-to-IDEA staff. *	1. Failed to coach to mastery 'priority' guideposts for New-to-IDEA (NTI) staff who failed to meet a rating of Proficient or higher: GET 1 - Instruction @ 78% / GET 2 - Culture @ 63% / GET 3 - Ownership @ 61% / GET 4 - Using Data @ 60%
6 ★	60% scholars and 61.7% of staff feel Walzem AC is a safe place to learn/safe place to work.	1. Reported incidents from parents/guardians of inappropriate conduct: verbal and physical, throughout the year from (31) students in grades K-5. 2. Did not consistently follow the consequence ladder and held a PD to reset expectations with teachers.

7 ★	Limited parent-teacher touch points focused on their student's academic progress.	1. Failed to embed monthly/quarterly parent-teacher meetings into the campus year-long-plan.
8 ★	There is a need to retain students (New to IDEA and returning families) year after year as 81.% of students are projected to persist to the 24/25 SY. (Goal is 90%)	1. Lack of clear communication about what our campus wide and district wide expectations are. Families name that we are too strict or that we are not addressing bullying incidents.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

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

- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Violence and/or violence prevention records**
- [x] **Student surveys and/or other feedback**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Improve DIBELS outcomes in K-2.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

K-2 Walzem Academy students will increase from 60% to 75% end the year on benchmark (green) or above on DIBELS assessment.

Evaluation Data Source: DI Online Dashboard
BOY, MOY, EOY DIBELS assessments
Executive Tracker

Strategy 1

Engage in lesson rehearsals with DI teachers (script practice) and core content teachers (3 x week) to ensure fidelity to script and execution of TEKs -based instruction.

Strategy's Expected Result/Impact: 1. Teach Boost Rating of Proficient or higher for GET 1A and GET 1B
2. Daily lesson progress/weekly lesson progress met + 90% or higher on Mastery Test
3. 80% or higher HR/whole class average on daily ETs for K-2 Core Content in Reading and Math

Staff Responsible for Monitoring: All Direct Managers of Instructional Staff:
- Principal and/or Assistant Principal of Instruction (API)

TEA Priorities: Build a foundation of reading and math

Formative Reviews

	November	March	July
Some Progress			

Goal 2 IDEA achieves an A Rating

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Third-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase from 40% to 50% in Spring 2025.

Evaluation Data Source: Semester Exam (December 2023)
MOCK Exam (March 2024)
STAAR Exams (May 2024)

Strategy 1

Scholars receive high-quality, aligned TEKs-based, first instruction in Reading to be executed by all content teachers in grade three (3rd grade)

Strategy's Expected Result/Impact: 1. 80% or higher on their daily exit ticket
2. 75% or more of scholars will meet their progress goal on STAAR MOCK/ shift from one performance bucket to another (I.e., low approaches to high approaches)

Staff Responsible for Monitoring: Principal
Manager of Reading Language Arts (RLA)

Formative Reviews

	November	March	July
Some Progress			

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

IDEA Walzem Academy will increase their meets percentage by 10%

Evaluation Data Source: Semester Exam (December 2025)
MOCK Exam (March 2026)
STAAR Exams (May 2026)

Strategy 1

Scholars receive high-quality, aligned TEKs-based, first instruction in Math to be executed by all content teachers in grade three (3rd grade)

Strategy's Expected Result/Impact: 1. 80% or higher on their daily exit ticket
2. 75% or more of scholars will meet their progress goal on STAAR MOCK/ shift from one performance bucket to another (I.e., low approaches to high approaches)

Staff Responsible for Monitoring: Principal
Manager (API) of Math

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3

IA & CP: 75% of students taking TELPAS assessments will maintain or increase a proficiency level. ((TEC 11.253(d)(2))

Evaluation Data Source: 1. Instructional Rounds using the Critical Moments Tracker with an emphasis on EB scholars
2. TELPAS Fall Assessment Data

Strategy 1

Implement with fidelity (teachers and leaders) the critical moments (CMT) tracker before or by the 1st quarter. It forces teachers and leaders to focus on special pops (I.e., EB scholars) to ensure they are meeting and/or exceeding the days academic objective/skill.

Strategy's Expected Result/Impact: 1. Teachers will receive a rating or Proficient or Higher on GET 2 - Student Ownership
2. Teachers will receive a rating of Proficient or Higher on GET 4 - Using Data
3. Leaders will receive a rating of Proficient or Higher on SLL 1B - Track and Manage Data

Staff Responsible for Monitoring: Principal
APIs
Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

No Progress

November **March** **July**

Performance Objective 4

IA & CP: 100% of identified scholars meet required minutes per House Bill 4545 (HB4545)

Evaluation Data Source: Power BI HB4545 Locus Dashboard
Power School

Strategy 1

Train teachers on how to effectively record individual student HB4545 hours in Power School (PS) and ensure leaders verify student hours the same day. Leaders will discuss HB4545 PTG in their weekly tactical to ensure they are on track to meet all required hours by the TEA prior to STAAR 2024.

Strategy's Expected Result/Impact: 1. 100% of 3-5 scholars will receive their required HB4545 hours prior to STAAR 2024

Staff Responsible for Monitoring: Principal
APIs
Teachers

Funding Sources: HB1416 SCE Accelerated Instruction (PIC 24), 356/357,

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 5

IA & CP: 60% of SPED Students attain approaches in STAAR by June 2024 (TEC 11.253(d)(2))

Evaluation Data Source: District Exams
Semester Exam (December 2023)
MOCK Exam (March 2024)
STAAR Exams (May 2024)

Strategy 1

Ensure teacher lesson plans include appropriate accommodations, as outlined in the scholar's IEP, to ensure scholars master the day's objective/skill.

Strategy's Expected Result/Impact: 1. 100% of SPED scholars achieve 70% of higher on daily ETs
2. 100% of SPED scholars meet their growth goal/shift from one performance band to another on their District exams.

Staff Responsible for Monitoring: Principal
APIs
Teachers (General Ed and SPED)

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 6 ☑ High Priority

80% of IDEA Walzem Academy's scholars will achieve their growth goals in reading and math.

Evaluation Data Source: 1. Accountability Locus Dashboard by Domain
2. Executive Tracker (Domain 1)

Strategy 1

Teachers and leaders will track each students performance in domains 1-3 by using the Locus dashboard and respond to data appropriately (TEC 11.253(d)(3))

Strategy's Expected Result/Impact: 1. 80% of scholars achieve at a minimum Approaches on all District exams
2. Meets and Masters outcomes will increase by +20 (meets) and +12 (masters) from the Fall Semester exam to the Spring MOCK exam.

Staff Responsible for Monitoring: Principal
APIs
Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

	November	March	July
Some Progress			

Goal 3 Increase student persistence

Performance Objective 1

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

Evaluation Data Source: Power PI School Safety LOCUS Dashboard
Campus Crisis Team monthly meetings

Strategy 1

Campus lead team trains staff on 100% safety operating mechanisms and monitors the implementation from all staff.
NOTE: APO leads all safety trainings in partnership with the LT members.

Strategy's Expected Result/Impact: 1. 100% of monthly safety trainings and drills are executed

Staff Responsible for Monitoring: APO and Principal

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 2

IA & CP: 100% of schools 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))

Evaluation Data Source: 1. Parent Weekly hits on SMORE
2. Title I Family Engagement requirement PTG reported in tactical weekly

Strategy 1

Campus will effectively communicate with families in a timely manner through all allowable IDEA platforms (social media, SMORE, REMIND, etc.) about 100% of the campus's family engagement events.
NOTE: Parent participation will be tracked in PS.

Strategy's Expected Result/Impact: 1. SMORE hits of 400+ weekly
2. Power School tracking (established goal will be set per event)

Staff Responsible for Monitoring: Principal
APO
School Counselor

TEA Priorities: Connect high school to career and college

Formative Reviews

Considerable Progress

November **March** **July**

Strategy 2

Translate events into Spanish to increase engagement and participation.

Strategy's Expected Result/Impact: Increase family attendance by 10% for bilingual families

Staff Responsible for Monitoring: School Counselor and APO

Funding Sources: Toner to print flyers in spanish. Title I Parent Reservation (4120-PAR), PAR,

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 3 ☑ High Priority

IDEA Walzem AC will increase their K-5 persistence by 5% in each grade level

Evaluation Data Source: Parent and Student Surveys
Campus New-to-IDEA Persistence and Overall Persistence Data Outcomes
SEL lesson participation data

Strategy 1

School Counselor will lead and/or train teachers to effectively implement and complete 100% of violence prevention/anti-bullying/school safety training to all Walzem AC staff.

Strategy's Expected Result/Impact: 1. Decrease reports of bullying
2. Decrease School Conduct Violations + Out of School Suspensions (OSS)
3. Increase Morning Meeting Move this World Participation (Average 80% or higher)

Staff Responsible for Monitoring: Principal
APIs
School Counselor

TEA Priorities: Connect high school to career and college

Formative Reviews

November	March	July
Some Progress		

Goal 4 Increase student daily attendance

Performance Objective 1 ☑ High Priority

IDEA Walzem AC will reduce the rate of chronic absenteeism by at least 5 percentage points through targeted attendance interventions and increased family accountability.

Evaluation Data Source: Locus Dashboard

Strategy 1

PE Coaches will track weekly data MVPA (moderate to vigorous physical activity) goals using the IHT program.

Strategy's Expected Result/Impact: 1. Weekly MVPA goal per scholar is met (38 mins)
2. Monthly MVPA goal per scholar is met (152 mins)

Staff Responsible for Monitoring: Coaches
Assistant Principal of Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 2 ☑ High Priority

IA & CP: IDEA Walzem will achieve a 97% annual attendance rate for the 23-24 school year.

Evaluation Data Source: ADA Locus Dashboard
SIS/Registrar daily ADA outcomes

Strategy 1

Grade Levels will engage in weekly ADA/Persistence meetings using the Outcomes/Solutions/ Causes (OCS) process to urgently respond to identified gaps for their grade level's ADA.

Strategy's Expected Result/Impact: 1. Increase ADA by .3-.6% points per week
2. Increase campuses overall ADA to 97% daily per grade level before or by November 2023

Staff Responsible for Monitoring: APO
Principal
APIs
GTLs

TEA Priorities: Connect high school to career and college

Formative Reviews

November	March	July
Some Progress		

Goal 5 Increase staff retention

Performance Objective 1

IA & CP: 100% of full-time staff members complete all tasks within IDEA's staff development cycle including: goal setting, 2x2 and annual performance reviews during the 2023-24 school year.
Required Strategy: Managers provide feedback and professional development/coaching for each staff member through each SDC cycle.

Evaluation Data Source: Cornerstone SDC cycle completion

Strategy 1

Leaders will engage 100% of staff in the staff development cycle (SDC) during the 23/ 24 SY.

Strategy's Expected Result/Impact: 1. 100% of leaders complete all (3) components of the SDC cycle

Staff Responsible for Monitoring: Principal
All Managers: APIs and APO

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



November **March** **July**

Performance Objective 2 ☑ High Priority

IDEA Walzem will achieve 85% OPS retention.

Evaluation Data Source: AEES survey outcomes
Semesterly Listening tour Feedback
Locus Staff Retention Dashboard

Strategy 1

Adjust interview tools to align with the hiring non-negotiables set forth by the campus based on campus needs for the 23/ 24 SY.

Strategy's Expected Result/Impact: 1. Hire 100% of staff for the 23/ 24 SY before or/by August 1st
2. AEES outcomes are 80% or above for the question - IDEA is a great place to work

Staff Responsible for Monitoring: Principal
APIs
APO

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July
Moderate Progress		

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ALONDRA ITZEL ROMO	COTEACHER	School-wide Program	1
KAITLYN ROSE WALENCEY	TEACHER - INTERVENTIONIST	School-wide Program	1
MARCELLA ALEJANDRIA GONZALEZ	COTEACHER	School-wide Program	1
OSCAR ORTUNO	TEACHER - INTERVENTIONIST	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	HB1416	356/357	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$41,596.81
				+/- Difference	**$41,596.81**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,197.32
				+/- Difference	**$4,197.32**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,482.66
				+/- Difference	**$6,482.66**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,422.27
				+/- Difference	**$4,422.27**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Toner to print flyers in spanish.	PAR	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,845.70
				+/- Difference	**$2,845.70**

IDEA Public Schools

Walzem College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:02 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 12

Priority Problem Statements 14

Data Documentation for CNA 17

Improvement Planning Data 18

Accountability Data 18

Student Data: Assessments 18

Student Data: Student Groups 19

Student Data: Behavior and Other Indicators 19

Employee Data 20

Parent/Community Data 20

Support Systems and Other Data 20

Goals 21

Goal 1 : Improve College, Career, and Military Readiness across High school 22

Goal 2 : Improve students academic achievement in STAAR Math across all grade levels. 25

Goal 3 : Increase Walzem CP student Persistence 29

Goal 4 : Increase student daily attendance 35

Goal 5 : Increase staff retention 40

Title I Summary 42

Title I Personnel 43

Comprehensive Needs Assessment

Demographics

Summary

IDEA Walzem College Preparatory currently serves 709 students with 62 staff members including operations. Our scholars' ethnic backgrounds are primarily Black, Hispanic and White. Attendance is average compared to district trends with an overall average of a 94%. Mobility is our number one factor of scholars not persisting with IDEA Walzem CP. Our campus has 100% graduation rate with a 100% college matriculation rate for the past two years since 2021. Our special programs include special population students, emergent bilingual students, 504 students, and non-continuously enrolled students. Our SPED program includes caseloads of up to 12 scholars per teacher. Our RISE program includes 37 scholars with a staff of 2 lead teachers and 5 co-teachers. Our teacher retention is at 81%, overall experience average is 4 years and we host an average of 27:1 student to teacher ratio. We connect with the surrounding community through campus engagement events and maintaining community partnerships through local organizations and College/University outreach. In addition, we host town halls to engage families on a semester basis to address social and educational concerns. The majority of our graduates will be first-generation college graduates as neither parents possess a bachelors degree. 65% of our discipline rates for the 23-24 SY were level 1 disciplinary infractions including minor incidents of student misconduct in the classroom. 20% of disciplinary infractions were level 2 infractions including bullying, fighting or arranging a fight, and 15% of all behavior infractions were level 3 violations including possession or distribution of illegal substances such as vapes containing THC leading to expulsions. For the 2023-2024 school year a total of 4 expulsions were completed reflecting a district and state concern. Trends indicate these outcomes are higher in students that are new to IDEA schools and have trouble conforming to IDEA culture and expectations. Attendance rates include a total of 44 scholars exceeding the 10 day absence mark. The highest tardies include morning, after lunch, dates around holidays and end of year (early summer vacation).

Strengths

1) 62% of High Focus populations, 6-10th grade, are expected to meet required academic growth goals in ELA as measured by internal STAAR aligned TEA accountability metrics

2) 69% of African American students, 6-9th grade, are expected to meet required academic growth goals in Math as measured by internal STAAR aligned TEA accountability metrics

3) 60% or higher of Emergent Bilingual students met approaches or higher in STAAR Math across all grade levels.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	IDEA Walzem attendance is lower than expected for all grade levels so we did not hit our 97% ADA goal.	Lack of accountability and follow through and lack of motivation for parents and students.
2 ★	IDEA Walzem CP 1st year in US Schools students underperform on TEA State exams in all contents.	Lack of intentional programming and resources to address language gaps of year 1 students.
3 ★	IDEA Walzem students were unable to consistently articulate achievement goals in each content.	IDEA Walzem failed to implement clear operating systems for tracking student growth over time in alignment with state exam measures

★ = Priority

Student Learning

Summary

IDEA Walzem College Preparatory earned a "B" rating on semester and mock exams for the 2022-2023 school year. 75% of all students 6-12 met minimum state standard in English Language Arts in 22-23, while 82% of all students will met minimum state standard in ELA, Math, Biology and History for the 23-24 school year based on TEA STAAR Released Data. TSI/ACT/AP overall average scores are below district average at 18.4 with100% of Seniors on track to graduate and matriculate to college. TELPAS outcomes indicate 63% of all Emergent Bilingual scholars achieved an overall composite score of Advanced or higher on 23-24 TELPAS.

Strengths

1. 8th Grade ELA overall student achievement average above 60
2. Biology overall student achievement average above 60
3. +5% growth in student achievement average in Math 6-9
4. +10% Overall percentage of Special Populations students meeting minimum state standard or higher

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	IDEA Walzem students were unable to consistently articulate achievement goals in each content.	IDEA Walzem failed to implement clear operating systems for tracking student growth over time in alignment with state exam measures
2 ★	IDEA Walzem lacks a clear instructional plan for ACT and TSI exams for CCMR requirements.	IDEA Walzem content leaders and instructional coaches do not prioritize drafting a clear vision with actionable and timely steps to execute with monitoring systems.
3 ★	IDEA Walzem attendance is lower than expected for all grade levels so we did not hit our 97% ADA goal.	Lack of accountability and follow through and lack of motivation for parents and students.
4 ★	IDEA Walzem CP 1st year in US Schools students underperform on TEA State exams in all contents.	Lack of intentional programming and resources to address language gaps of year 1 students.
5 ★	IDEA Walzem CP is perceived as an unsafe school.	Increased access and use of vaping products.

★ = Priority

School Processes & Programs

Summary

IDEA Walzem implements several high leverage, research based teaching strategies including Direct Instruction, Wit & Wisdom, STAAR Aligned District created Math Curriculum, Springboard and AR Zone/Hotspot platforms to build on student knowledge and skills. Professional development is embedded during the year at campus and district levels on a bi-weekly basis. Staffing for the 23-24SY was paused due to campus enrollment restraints and as a result, student outcomes and achievement were effected. The onboarding process for 23-24SY was not effective but will taking a huge overhaul for 24-25SY with clearly defined touchpoints and benchmarks at the campus level. IDEA Walzem utilized TEAMs for an extra layer of communication and Remind for parent communication. We host an A/B schedule to allow access for double the coursework in grades 9-12.SACADA is a support service for our scholars expanded educational needs along with local health and police services. Extracurricular opportunities (soccer, volleyball, flag football, cross country, track, cheerleading/dance, basketball) are year round with an open gym during off season. In addition, our CTE pathways allow for scholars to earn an endorsement in STEM.

Strengths

1. Interview process includes a sample teach and teacher point person within the campus.
2. GTL and content leaders included during hiring process (record of results)
3. Platforms such as Pear deck and Albert IO paid for by district
4. Power Team meetings with GTLs to cascade campus-wide information
5. Teams platform is efficient for communication
6. Extracurricular sports are highly sought and participated in by MS and HS scholars

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	IDEA Walzem lacks a consistent leadership team who are aligned on campus wide expectations.	Failure to implement operating mechanisms and systems with clear expectations using GRPI and RASI
2 ★	IDEA Walzem lacks a clear pathway for professional development that aligns with teacher needs and skill set levels.	Inconsistency with tight loop coaching and assigning action steps using organizational systems
3 ★	IDEA Walzem CP lacks teacher level communication.	Increased teacher level work and demands allow for zero to minimal parent conversations.
4 ★	IDEA Walzem attendance is lower than expected for all grade levels so we did not hit our 97% ADA goal.	Lack of accountability and follow through and lack of motivation for parents and students.
5 ★	IDEA Walzem CP 1st year in US Schools students underperform on TEA State exams in all contents.	Lack of intentional programming and resources to address language gaps of year 1 students.

6 ★	IDEA Walzem students were unable to consistently articulate achievement goals in each content.	IDEA Walzem failed to implement clear operating systems for tracking student growth over time in alignment with state exam measures
7 ★	IDEA Walzem lacks a clear instructional plan for ACT and TSI exams for CCMR requirements.	IDEA Walzem content leaders and instructional coaches do not prioritize drafting a clear vision with actionable and timely steps to execute with monitoring systems.
8 ★	IDEA Walzem CP is perceived as an unsafe school.	Increased access and use of vaping products.

★ = Priority

Perceptions

Summary

IDEA Walzem is meeting expectations in parent engagement events such as Winter Fest, Top Scholar banquet, A A/B Honor Roll and Sports Banquets, and quarterly town halls. Our parents are deeply invested in our mission and vision at IDEA Public Schools and appreciate our campus culture and diversity. Based on our teacher survey results through Panorama our teachers average a 3.5 out of 5 or higher in parent satisfaction. Extracurricular activities and resources continue to be an area of focus to further engage students outside of the classroom. As a District, Students feedback surveys are collected twice per year to collect student data on culture and climate. Examples of questions asked are:

1. Do you feel connected to your teacher?
2. Does your class understand you as a person?
3. Do you believe your teacher cares about you?

Overall, the sample teacher data collected was above 90% in favor of Scholars feeling a sense of belonging at school.

Strengths

1. Parents feel our campus exceeds surrounding public school expectations.
2. Parent participation improves every year.
3. Scholars feel a sense of belonging at Walzem CP
4. Over 90% of our staff believe their work matters based on AEE surveys.
5. Parents are happy to receive consistent weekly communication.
6. Access to leadership team involves an improving process.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	IDEA Walzem CP is perceived as an unsafe school.	Increased access and use of vaping products.
2 ★	IDEA Walzem CP lacks teacher level communication.	Increased teacher level work and demands allow for zero to minimal parent conversations.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	IDEA Walzem attendance is lower than expected for all grade levels so we did not hit our 97% ADA goal.	Lack of accountability and follow through and lack of motivation for parents and students.
2 ★	IDEA Walzem CP 1st year in US Schools students underperform on TEA State exams in all contents.	Lack of intentional programming and resources to address language gaps of year 1 students.
3 ★	IDEA Walzem students were unable to consistently articulate achievement goals in each content.	IDEA Walzem failed to implement clear operating systems for tracking student growth over time in alignment with state exam measures
4 ★	IDEA Walzem lacks a clear instructional plan for ACT and TSI exams for CCMR requirements.	IDEA Walzem content leaders and instructional coaches do not prioritize drafting a clear vision with actionable and timely steps to execute with monitoring systems.
5 ★	IDEA Walzem lacks a clear pathway for professional development that aligns with teacher needs and skill set levels.	Inconsistency with tight loop coaching and assigning action steps using organizational systems
6 ★	IDEA Walzem lacks a consistent leadership team who are aligned on campus wide expectations.	Failure to implement operating mechanisms and systems with clear expectations using GRPI and RASI

7 ★	IDEA Walzem CP is perceived as an unsafe school.	Increased access and use of vaping products.
8 ★	IDEA Walzem CP lacks teacher level communication.	Increased teacher level work and demands allow for zero to minimal parent conversations.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**
- [x] **Alternative Education Accountability (AEA) data**
- [x] **Local Accountability Systems (LAS) data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**

- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **SAT and/or ACT assessment data**
- [x] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Dyslexia data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**

- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Improve College, Career, and Military Readiness across High school

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increasing Texas Student Initiative Assessment (TSIA) college readiness on our campus from our current 90.25% to 100%.

Evaluation Data Source: Accuplacer dashboards from TSI testing and internal tracking mechanisms

Strategy 1

Provide targeted remediation for scholars and increase testing frequency for scholars

Strategy's Expected Result/Impact: Increase TSIA exemption from 90.25% to 100%

Staff Responsible for Monitoring: Director of College Counseling and College Counselor

Problem Statements: Student Learning 2 - School Processes & Programs 7

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	IDEA Walzem lacks a clear instructional plan for ACT and TSI exams for CCMR requirements.	IDEA Walzem content leaders and instructional coaches do not prioritize drafting a clear vision with actionable and timely steps to execute with monitoring systems.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
7	IDEA Walzem lacks a clear instructional plan for ACT and TSI exams for CCMR requirements.	IDEA Walzem content leaders and instructional coaches do not prioritize drafting a clear vision with actionable and timely steps to execute with monitoring systems.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Increase Average ACT score from 17 to 21

Evaluation Data Source: ACT benchmarks, exams and internal tracking

Strategy 1

Incorporate an ACT classes into 2025-2026 master schedule and provided rigorous coaching to teacher.

Strategy's Expected Result/Impact: Increase from overall 17 to a 21.

Staff Responsible for Monitoring: Director of College Counseling and College Counselors

Problem Statements: Student Learning 2 - School Processes & Programs 7

Title I:

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	IDEA Walzem lacks a clear instructional plan for ACT and TSI exams for CCMR requirements.	IDEA Walzem content leaders and instructional coaches do not prioritize drafting a clear vision with actionable and timely steps to execute with monitoring systems.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
7	IDEA Walzem lacks a clear instructional plan for ACT and TSI exams for CCMR requirements.	IDEA Walzem content leaders and instructional coaches do not prioritize drafting a clear vision with actionable and timely steps to execute with monitoring systems.

Goal 2 Improve students academic achievement in STAAR Math across all grade levels.

Performance Objective 1 ☑ High Priority

IDEA Walzem CP will increase their meets percentage by 10% points in mathematics.

Strategy 1 ☑ Targeted Support Strategy

Identify and create targeted opportunities during class for Emerging Bilingual students.

Strategy's Expected Result/Impact: Increase proficiency levels to eventually be exited from the program.

Staff Responsible for Monitoring: Principal. and Assistant Principals of Instruction

Problem Statements: Demographics 1, 3 - Student Learning 1, 3 - School Processes & Programs 2, 4, 6

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	IDEA Walzem attendance is lower than expected for all grade levels so we did not hit our 97% ADA goal.	Lack of accountability and follow through and lack of motivation for parents and students.
3	IDEA Walzem students were unable to consistently articulate achievement goals in each content.	IDEA Walzem failed to implement clear operating systems for tracking student growth over time in alignment with state exam measures

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	IDEA Walzem students were unable to consistently articulate achievement goals in each content.	IDEA Walzem failed to implement clear operating systems for tracking student growth over time in alignment with state exam measures
3	IDEA Walzem attendance is lower than expected for all grade levels so we did not hit our 97% ADA goal.	Lack of accountability and follow through and lack of motivation for parents and students.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	IDEA Walzem lacks a clear pathway for professional development that aligns with teacher needs and skill set levels.	Inconsistency with tight loop coaching and assigning action steps using organizational systems
4	IDEA Walzem attendance is lower than expected for all grade levels so we did not hit our 97% ADA goal.	Lack of accountability and follow through and lack of motivation for parents and students.
6	IDEA Walzem students were unable to consistently articulate achievement goals in each content.	IDEA Walzem failed to implement clear operating systems for tracking student growth over time in alignment with state exam measures

Performance Objective 2 ☑ High Priority

60% of SPED Students attain approaches in STAAR by June 2026

Strategy 1

Set goal of 55% of SPED students meeting reading and math STAAR goals by implementing IEPs with fidelity.

Strategy's Expected Result/Impact: SPED scholars will achieve academic readiness in foundational skills.

Staff Responsible for Monitoring: Principal, APIs, Classroom teachers, and content lead teachers

Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 6

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	IDEA Walzem students were unable to consistently articulate achievement goals in each content.	IDEA Walzem failed to implement clear operating systems for tracking student growth over time in alignment with state exam measures

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	IDEA Walzem students were unable to consistently articulate achievement goals in each content.	IDEA Walzem failed to implement clear operating systems for tracking student growth over time in alignment with state exam measures

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
6	IDEA Walzem students were unable to consistently articulate achievement goals in each content.	IDEA Walzem failed to implement clear operating systems for tracking student growth over time in alignment with state exam measures

Goal 3 Increase Walzem CP student Persistence

Performance Objective 1 ☑ High Priority

Walzem CP Campus receives a score of proficient or higher on the campus safety scorecard for the 2025-26 school year

Evaluation Data Source: Safety Scorecards

Strategy 1

Meet with campus crisis team on a monthly basis to review past incidents and role play critical scenarios.

Strategy's Expected Result/Impact: Ensure we receive acceptable ratings on scorecard and all stakeholders feel it is a safe environment.

Staff Responsible for Monitoring: All staff and supporting personnel.

Problem Statements: Student Learning 5 - School Processes & Programs 1, 3, 8 - Perceptions 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	IDEA Walzem CP is perceived as an unsafe school.	Increased access and use of vaping products.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	IDEA Walzem lacks a consistent leadership team who are aligned on campus wide expectations.	Failure to implement operating mechanisms and systems with clear expectations using GRPI and RASI
3	IDEA Walzem CP lacks teacher level communication.	Increased teacher level work and demands allow for zero to minimal parent conversations.
8	IDEA Walzem CP is perceived as an unsafe school.	Increased access and use of vaping products.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	IDEA Walzem CP is perceived as an unsafe school.	Increased access and use of vaping products.
2	IDEA Walzem CP lacks teacher level communication.	Increased teacher level work and demands allow for zero to minimal parent conversations.

Performance Objective 2 ☑ High Priority

Walzem CP 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.

Evaluation Data Source: Internal family engagement trackers and available dashboards

Strategy 1

Timely communication to families regarding school events to promote family engagement and attendance. (TEC 11.253(d)(9))

Strategy's Expected Result/Impact: Increased family satisfaction with school communication and events. Increased school ratings.

Staff Responsible for Monitoring: School counselor, teachers, principal, DCC, and CC

Problem Statements: Student Learning 5 - School Processes & Programs 1, 3, 8 - Perceptions 1, 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

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	IDEA Walzem CP is perceived as an unsafe school.	Increased access and use of vaping products.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	IDEA Walzem lacks a consistent leadership team who are aligned on campus wide expectations.	Failure to implement operating mechanisms and systems with clear expectations using GRPI and RASI
3	IDEA Walzem CP lacks teacher level communication.	Increased teacher level work and demands allow for zero to minimal parent conversations.
8	IDEA Walzem CP is perceived as an unsafe school.	Increased access and use of vaping products.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	IDEA Walzem CP is perceived as an unsafe school.	Increased access and use of vaping products.
2	IDEA Walzem CP lacks teacher level communication.	Increased teacher level work and demands allow for zero to minimal parent conversations.

Performance Objective 3 ☑ High Priority

Increase timely communication to families regarding school events to promote family engagement and attendance

Evaluation Data Source: Regional student and family services reports

Strategy 1

School counselor will schedule lessons throughout the yearly calendar.

Strategy's Expected Result/Impact: Students will feel emotionally and physically safe at Walzem CP increasing student survey results.

Staff Responsible for Monitoring: School counselor, principal and teachers

Problem Statements: Student Learning 5 - School Processes & Programs 3, 8 - Perceptions 1, 2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

November	March	July

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
5	IDEA Walzem CP is perceived as an unsafe school.	Increased access and use of vaping products.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	IDEA Walzem CP lacks teacher level communication.	Increased teacher level work and demands allow for zero to minimal parent conversations.
8	IDEA Walzem CP is perceived as an unsafe school.	Increased access and use of vaping products.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	IDEA Walzem CP is perceived as an unsafe school.	Increased access and use of vaping products.
2	IDEA Walzem CP lacks teacher level communication.	Increased teacher level work and demands allow for zero to minimal parent conversations.

Performance Objective 4 ☑ High Priority

IDEA Walzem CP will increase their 6-10th grade persistence by 5% points

Evaluation Data Source: Locus Dashboard, Persistence

Goal 4 Increase student daily attendance

Performance Objective 1 ☑ High Priority

IDEA Walzem CP will increase our annual attendance rate from 94.5% to 97%

Evaluation Data Source: SIS reports, ADA huddles and PowerBI dashboards

Strategy 1

Track and address chronic absenteeism by following attendance matrix with fidelity reviewing every two weeks.

Strategy's Expected Result/Impact: Increase overall attendance from 93% to 95%

Staff Responsible for Monitoring: Homeroom teachers, GTLs, SIS clerk, APO and APIs

Problem Statements: Demographics 1, 2 - Student Learning 3, 4 - School Processes & Programs 1, 3, 4, 5 - Perceptions 2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	IDEA Walzem attendance is lower than expected for all grade levels so we did not hit our 97% ADA goal.	Lack of accountability and follow through and lack of motivation for parents and students.
2	IDEA Walzem CP 1st year in US Schools students underperform on TEA State exams in all contents.	Lack of intentional programming and resources to address language gaps of year 1 students.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause

3	IDEA Walzem attendance is lower than expected for all grade levels so we did not hit our 97% ADA goal.	Lack of accountability and follow through and lack of motivation for parents and students.
4	IDEA Walzem CP 1st year in US Schools students underperform on TEA State exams in all contents.	Lack of intentional programming and resources to address language gaps of year 1 students.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	IDEA Walzem lacks a consistent leadership team who are aligned on campus wide expectations.	Failure to implement operating mechanisms and systems with clear expectations using GRPI and RASI
3	IDEA Walzem CP lacks teacher level communication.	Increased teacher level work and demands allow for zero to minimal parent conversations.
4	IDEA Walzem attendance is lower than expected for all grade levels so we did not hit our 97% ADA goal.	Lack of accountability and follow through and lack of motivation for parents and students.
5	IDEA Walzem CP 1st year in US Schools students underperform on TEA State exams in all contents.	Lack of intentional programming and resources to address language gaps of year 1 students.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	IDEA Walzem CP lacks teacher level communication.	Increased teacher level work and demands allow for zero to minimal parent conversations.

Performance Objective 2

Follow the ADA escalation matrix with fidelity to ensure Walzem CP improves daily ADA by outcomes.

Evaluation Data Source: Digital trackers

Strategy 1

Track and celebrate growth to achieve MVPA minutes.

Strategy's Expected Result/Impact: Support our campus-wide healthy kids initiative via physical activity.

Staff Responsible for Monitoring: Physical education teachers, instructional leaders and CNP.

Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2, 3, 4, 5, 6, 7, 8 - Perceptions 1, 2

TEA Priorities: Connect high school to career and college, Improve low-performing schools

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	IDEA Walzem attendance is lower than expected for all grade levels so we did not hit our 97% ADA goal.	Lack of accountability and follow through and lack of motivation for parents and students.
2	IDEA Walzem CP 1st year in US Schools students underperform on TEA State exams in all contents.	Lack of intentional programming and resources to address language gaps of year 1 students.
3	IDEA Walzem students were unable to consistently articulate achievement goals in each content.	IDEA Walzem failed to implement clear operating systems for tracking student growth over time in alignment with state exam measures

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	IDEA Walzem students were unable to consistently articulate achievement goals in each content.	IDEA Walzem failed to implement clear operating systems for tracking student growth over time in alignment with state exam measures
2	IDEA Walzem lacks a clear instructional plan for ACT and TSI exams for CCMR requirements.	IDEA Walzem content leaders and instructional coaches do not prioritize drafting a clear vision with actionable and timely steps to execute with monitoring

		systems.
3	IDEA Walzem attendance is lower than expected for all grade levels so we did not hit our 97% ADA goal.	Lack of accountability and follow through and lack of motivation for parents and students.
4	IDEA Walzem CP 1st year in US Schools students underperform on TEA State exams in all contents.	Lack of intentional programming and resources to address language gaps of year 1 students.
5	IDEA Walzem CP is perceived as an unsafe school.	Increased access and use of vaping products.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	IDEA Walzem lacks a consistent leadership team who are aligned on campus wide expectations.	Failure to implement operating mechanisms and systems with clear expectations using GRPI and RASI
2	IDEA Walzem lacks a clear pathway for professional development that aligns with teacher needs and skill set levels.	Inconsistency with tight loop coaching and assigning action steps using organizational systems
3	IDEA Walzem CP lacks teacher level communication.	Increased teacher level work and demands allow for zero to minimal parent conversations.
4	IDEA Walzem attendance is lower than expected for all grade levels so we did not hit our 97% ADA goal.	Lack of accountability and follow through and lack of motivation for parents and students.
5	IDEA Walzem CP 1st year in US Schools students underperform on TEA State exams in all contents.	Lack of intentional programming and resources to address language gaps of year 1 students.
6	IDEA Walzem students were unable to consistently articulate achievement goals in each content.	IDEA Walzem failed to implement clear operating systems for tracking student growth over time in alignment with state exam measures

7	IDEA Walzem lacks a clear instructional plan for ACT and TSI exams for CCMR requirements.	IDEA Walzem content leaders and instructional coaches do not prioritize drafting a clear vision with actionable and timely steps to execute with monitoring systems.
8	IDEA Walzem CP is perceived as an unsafe school.	Increased access and use of vaping products.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	IDEA Walzem CP is perceived as an unsafe school.	Increased access and use of vaping products.
2	IDEA Walzem CP lacks teacher level communication.	Increased teacher level work and demands allow for zero to minimal parent conversations.

Performance Objective 3 ☑ High Priority

IDEA Walzem CP will reduce the rate of chronic absenteeism by at least 5 percentage points through targeted attendance interventions and increased family accountability.

Evaluation Data Source: ADA Locus Dashboard, Executive Tracker

Goal 5 Increase staff retention

Performance Objective 1 ☑ High Priority

Increase staff retention from 88.5% to 92% in the 25/26 SY

Evaluation Data Source: PowerBI Dashboard

Strategy 1

Managers provide feedback and professional development/coaching for each staff member through each SDC cycle and input all data in School Status to ensure visibility and accountability.

Strategy's Expected Result/Impact: Increase teacher proficiencies to achieve level 4 and 5 status.

Staff Responsible for Monitoring: Principal , APIs, DLDs, and content leads

Problem Statements: School Processes & Programs 1, 2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	IDEA Walzem lacks a consistent leadership team who are aligned on campus wide expectations.	Failure to implement operating mechanisms and systems with clear expectations using GRPI and RASI
2	IDEA Walzem lacks a clear pathway for professional development that aligns with teacher needs and skill set levels.	Inconsistency with tight loop coaching and assigning action steps using organizational systems

Performance Objective 2 ☑ High Priority

IDEA Walzem CP is 100% staffed for all teacher positions throughout the 2025-26 school year.

Evaluation Data Source: Jobvite platform, Cornerstone and PowerBI dashboard

Strategy 1

Recruit and hire high quality candidates per role by using high quality resume criteria.

Strategy's Expected Result/Impact: Leverage strengths from resume (hard skills) to ensure they meet the needs for the role.

Staff Responsible for Monitoring: Principal , APIs, and Hiring committee members

Problem Statements: School Processes & Programs 1, 2

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	IDEA Walzem lacks a consistent leadership team who are aligned on campus wide expectations.	Failure to implement operating mechanisms and systems with clear expectations using GRPI and RASI
2	IDEA Walzem lacks a clear pathway for professional development that aligns with teacher needs and skill set levels.	Inconsistency with tight loop coaching and assigning action steps using organizational systems

Performance Objective 3 ☑ High Priority

IDEA Walzem will achieve 85% OPS retention.

Evaluation Data Source: Locus Dashboards

Title I Summary

Title I Personnel

Name	Position	Program	FTE
FREDERICK Charles GIBSON	TEACHER - INTERVENTIONIST	School-wide Program	1
Vacant	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools



Weslaco Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:41 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 12

Priority Problem Statements 14

Goals 17

Goal 1 : IDEA Academy Weslaco will achieve an over all SAS of a 47. 18

Goal 2 : IDEA Academy Weslaco will meet enrollment 25

Goal 3 : IDEA Academy Weslaco will meet Academy Persistence Growth Goal. 28

Goal 4 : IDEA Academy Weslaco will achieve 94% ADA. 34

Goal 5 : IDEA Academy Weslaco will achieve 85% Teacher Retention 38

Title I Summary 43

Title I Personnel 44

Comprehensive Needs Assessment

Demographics

Summary

Who are we at IDEA Weslaco Academy?

We are a vibrant and diverse school community committed to providing exceptional education from kindergarten through 5th grade. With an enrollment of 648 students, we embrace diversity and inclusion, offering specialized programs such as 504 and Special Education Programs to support every learner. Our English Language Learners, comprising 382 students, enrich our cultural tapestry and inspire collaboration across linguistic backgrounds.

Ethnically, our community reflects the rich tapestry of Weslaco, with 95.07% Hispanic, 0.15% Asian, .62% Black-African American, and 4.16 % White students contributing to our dynamic learning environment. Central to our mission is the Social Emotional development of our students, facilitated through our innovative Move This World program, nurturing resilience and empathy.

As we strive for excellence, we monitor and prioritize various metrics, including graduation/completion rates, dropout prevention, and disciplinary measures, ensuring equitable access to opportunities for all students. Our commitment extends to the professional growth and support of our educators, maintaining high teacher retention rates, and fostering a nurturing environment conducive to student success.

At IDEA Weslaco, we are more than just a school; we are a supportive community dedicated to empowering every student to realize their full potential and thrive academically, socially, and emotionally.

Strengths

1. Authentic Learning & Inclusive Rigor
 IDEA Weslaco Academy showcases authentic teaching and learning by catering to the needs of all students. We celebrate growth—big and small—and intentionally build rigorous instruction to ensure every student has a clear, attainable SMART goal. Our commitment to high expectations is reflected in our daily instruction, academic data tracking, and the belief that every child can grow and achieve.
 2. Family & Cultural Engagement
 Our campus fosters a strong sense of community through intentional family engagement and culturally relevant events. From heritage-based celebrations to learning showcases, IDEA Weslaco Academy creates spaces for families to connect with their children’s academic progress, emotional development, and cultural identity. These events welcome families into our school and strengthen the home-school connection.
 3. Student Voice, Expression & Extracurricular Opportunities
 Student engagement is a cornerstone of our campus, with a wide range of extracurricular activities designed to help students express themselves beyond academics. Opportunities such as cheer, dance, sports, and the M.O.S.T. club provide platforms for creativity, collaboration, and leadership. These offerings also invite family participation and create well-rounded experiences that extend learning beyond the classroom.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	High absenteeism among students.	Parental apathy and lack of urgency contribute to frequent student absenteeism.
2 ★	Efficient tracking of student behavior and consistent response to student behavior.	Grade level ownership of campus consequence escalation matrix implementation with fidelity by 100% of our teachers.

★ = Priority

Student Learning

Summary

IDEA Academy Weslaco earned a C for performance according to Mock Exams.We provided our students with a high-quality education and set the bar high for academic achievement with an emphasis on academic growth in Math and Reading. Our high focus group earned 3 points, for RLA, in both Academic Achievement and Growth. We also earned 4 points for our TELPAS assessment which showcases the work teachers are doing to ensure students are scoring Adv. High in at least 2 domains. In addition, our SpEd students in Kinder through 2nd grade are surpassing our student achievement average in Social Studies and Science. Our campus has a normed curriculum for Math and Reading across Kinder - 5th and we mantain a heavy focus on fluency and comprehension for grades Kinder - 2nd through our Direct Instruction program.

Strengths

Students in K-5th, Social Studies and Science, exceeded the expected average for student achievement.

EB students in K-5th are performing at comparable levels as non-EB students.
EB students are performing above the district in TELPAS scores.
K-2 RLA is above the district in Wit & Wisdom.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	SpEd population, in K - 5th grade across all contents, are underperforming	Lack of explicit instruction paired with instructional supports to support learning
2 ★	K-2nd not on track to meet EOY goal for DI (90% on or above grade level)	Unmastered foundational skills in DI/DIBELS program.
3 ★	3rd-5th Meets & Masters targets are not being met for RLA & Math	Lack of rigorous, differentiated instruction

★ = Priority

School Processes & Programs

Summary

This year's

Student Programs:

- **Bilingual Support**
- **Special Education**
- **General Education – Wit and Wisdom, Eureka, Amplify, Insight**
- **Direct Instruction Program**
- **Dibels K-2nd**
- **After school programs**
- **Electives- AR, HS, PE**
- **After school tutorial**
- **Hb1416 Intervention**
- **Move this World- Social Emotional Curriculum**
- **Typing.com**

Teacher Programs:

- **Reading Academies**
- **TCP**
- **Staff Development Cycle**
- **Coaching Cycle- GET Rubric**
- **Teacher Advisory Council**
- **Campus Crisis Team**
- **Grade Team Leaders**
- **DI Coaches**
- **Course Collaborations**
- **Teacher Leaders Development**
- **Course leaders representatives**

Processes:

- **Response to Intervention is provided to students based on academic and behavioral performance.**
- ***3rd-5th grade students are identified for Critical Student Intervention based on Renstar performance*.**
- **Monthly staff meetings are held for professional development sessions.**
- **Monthly Grade Team Leader Meetings are held for input on campus decisions, campus updates, and strategic collaboration for areas of need.**
- **Course Collaborations quarterly by content led by district course leader**
- **Lesson rehearsals to enhance quality of first instruction**
- **Content webinars with resources, unpacking of units, legal updates and best practices**
- **Roadmap assigned sessions to be in compliance and up to date with instructional best practices**
- **DI coaches support staff members with LPC Feedback, observations, rehearsals, feedback**
- **Afterschool tutorial is offered to students based on academic needs and list is monitored for progress**

Strengths

1. **At IDEA Weslaco Academy our teachers have embraced data-driven instruction to enhance student learning. By analyzing real-time assessment data, educators have tailored lessons to meet individual students' needs, leading to measurable improvements in academic performance.**
2. **At IDEA Weslaco Academy, teachers and school leaders have cultivated a collaborative culture centered on shared goals and mutual respect. Through open communication, joint planning sessions, and a commitment to continuous improvement, we've strengthened our collective impact on student success.**

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	1. Special pop students behaviors interfere with classroom environment.	* Lack of understanding RTI process at our campus.
2 ★	2. Alignment from K-5th core contents as in WW and Eureka is not present	* The opportunities for Vertical Alignment/PLC to take place are minimal through out the year.
3	3. Coaching cycle understanding is not present for all teachers across our campus.	Accountability that is normed across instructional leaders

★ = Priority

Perceptions

Summary

At IDEA Academy Weslaco, we are committed to fostering a strong, inclusive school community by prioritizing parent feedback, cultivating meaningful family engagement and connections, and retaining high-performing educators. At the start, middle, and end of year, parents complete a survey focusing on their initial impressions regarding communication, organization, and overall experience. Teachers maintain ongoing communication throughout the year to stay connected with families, addressing questions about academics, behavior, and attendance. To build a strong sense of community and encourage family participation, the school hosts a variety of campus-wide events throughout the year, such as family picnics, town hall meetings, awards assemblies, among other events. Students are recognized for their achievements in academic, behavior, and goal attainment on a monthly, and quarterly basis. Students are also taught essential social-emotional learning skills through Move This World weekly lessons, which cover self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Strengths

1. We are dedicated to offering enriching experiences for all families in our community, and this year we expanded our free event offerings to provide even more opportunities for families to connect, learn, and enjoy quality time together. From outdoor fall festivals, curriculum nights, family picnics, Father-daughter and Mother-son dance, we strive to create a vibrant and inclusive environment where everyone feels welcome and can participate in activities that educate, engage, and connect.

2. Our school is actively engaging the community through a stronger social media presence, highlighting exciting student celebrations, keeping parents informed through parent weekly, and regularly organizing fun activities and events on campus, fostering a positive atmosphere where students and families feel connected to our school community.

3. Our teachers consistently implement the Move This World curriculum with fidelity each week, reinforcing our commitment to social-emotional learning and ensuring students build strong emotional intelligence and resilience throughout the school year.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	The school currently lacks standardized attendance systems and procedures, which hinders accurate tracking, accountability, and early intervention for chronic absenteeism.	No consistency with the ADA escalation matrix and we lack a tracking system to keep parents and teachers accountable. Currently, lack reinforcement strategies that incentivize and promote regular attendance and make school a more engaging and rewarding place for students.
2	Teacher Parent Partnerships-There is a low level of parent engagement and participation in school-hosted events designed to support student academic growth, emotional well-being, social development, and language acquisition.	Parents may not see the immediate relevance or benefit of these events. Scheduling and communication methods may not align with family availability or preferences. There may be a lack of trust or comfort in engaging with the school in formal settings. Language barriers and prior experiences with educational systems may inhibit participation.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	The school currently lacks standardized attendance systems and procedures, which hinders accurate tracking, accountability, and early intervention for chronic absenteeism.	No consistency with the ADA escalation matrix and we lack a tracking system to keep parents and teachers accountable. Currently, lack reinforcement strategies that incentivize and promote regular attendance and make school a more engaging and rewarding place for students.
2 ★	Efficient tracking of student behavior and consistent response to student behavior.	Grade level ownership of campus consequence escalation matrix implementation with fidelity by 100% of our teachers.
3 ★	1. Special pop students behaviors interfere with classroom environment.	* Lack of understanding RTI process at our campus.
4 ★	SpEd population, in K - 5th grade across all contents, are underperforming	Lack of explicit instruction paired with instructional supports to support learning
5 ★	3rd-5th Meets & Masters targets are not being met for RLA & Math	Lack of rigorous, differentiated instruction
6 ★	K-2nd not on track to meet EOY goal for DI (90% on or above grade level)	Unmastered foundational skills in DI/DIBELS program.

7 ★	2. Alignment from K-5th core contents as in WW and Eureka is not present	* The opportunities for Vertical Alignment/PLC to take place are minimal through out the year.

★ = Priority

Goals

Goal 1 IDEA Academy Weslaco will achieve an over all SAS of a 47.

Performance Objective 1 ☑ High Priority

IDEA Academy Weslaco will achieve 80% student growth in 4th & 5th grade Reading and Math 25-26 STAAR Assessment.

Evaluation Data Source: IA's/District Assessments

Strategy 1

3rd-5th grade teachers will track data using an MSR report consistently daily, weekly, monthly.

Strategy's Expected Result/Impact: SAS for 3rd-5th grade will increase and 80% of 4th-5th grade students will meet growth goal

Staff Responsible for Monitoring: A. Valdez
R. Villarreal
C. Ontiveros

Problem Statements: Demographics 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



November March July

Strategy 2

4th-5th Grade HB1416 will be provided Reading and Math Intervention

Strategy's Expected Result/Impact: 100% of HB1416 students will show growth from 24-25 to 25-26.

Staff Responsible for Monitoring: A. Valdez
R. Villarreal

Problem Statements: Demographics 2 - Student Learning 1

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Accomplished

November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Efficient tracking of student behavior and consistent response to student behavior.	Grade level ownership of campus consequence escalation matrix implementation with fidelity by 100% of our teachers.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	SpEd population, in K - 5th grade across all contents, are underperforming	Lack of explicit instruction paired with instructional supports to support learning

Performance Objective 2

IDEA Academy Weslaco 3rd-5th grade will improve Reading Meets SAS from a 46% to a 55%

Evaluation Data Source: IAs/District Assessment

Strategy 1

3rd-5th grade Students who DNM 24-25 STAAR approaches passing rate in Reading will be provided Reading 180 intervention program.

Strategy's Expected Result/Impact: 3rd-5th grade students will increase in Reading SAS or achieve growth goal in Reading.

Staff Responsible for Monitoring: R. Villarreal

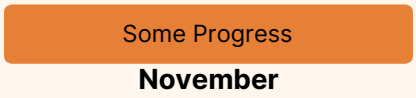
Problem Statements: Demographics 2 - Student Learning 1, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



November | March | July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Efficient tracking of student behavior and consistent response to student behavior.	Grade level ownership of campus consequence escalation matrix implementation with fidelity by 100% of our teachers.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	SpEd population, in K - 5th grade across all contents, are underperforming	Lack of explicit instruction paired with instructional supports to support learning
3	3rd-5th Meets & Masters targets are not being met for RLA & Math	Lack of rigorous, differentiated instruction

Performance Objective 3 ☑ High Priority

IDEA Academy Weslaco 3rd-5th will improve Math Meet SAS from 39% to 50%

Evaluation Data Source: IAs/District Assesments

Strategy 1

3rd-5th grade Students who DNM 24-25 STAAR approaches passing rate in Math will be provided intervention during AB and/or Math 180.

Strategy's Expected Result/Impact: 3rd-5th grade students will increase in Reading SAS or achieve growth goal in Reading.

Staff Responsible for Monitoring: A. Valdez

Problem Statements: Student Learning 3 - School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

November	March	July
Some Progress		

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	3rd-5th Meets & Masters targets are not being met for RLA & Math	Lack of rigorous, differentiated instruction

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	2. Alignment from K-5th core contents as in WW and Eureka is not present	* The opportunities for Vertical Alignment/PLC to take place are minimal through out the year.

Performance Objective 4 ☑ High Priority

IDEA Academy Weslaco will increase SPED students passing at approaches from 33% to 40% Approaches.

Evaluation Data Source: IAs/District Assessments/IEP

Strategy 1

100% of SPED students MSR scores will be tracked since BOY.

Strategy's Expected Result/Impact: 100% of our SPED students will meet IEP goals and increase over all passing percentage.

Staff Responsible for Monitoring: M. Gomez, I. Vela and Y. Medina
R. Villarreal

Problem Statements: Student Learning 1 - School Processes & Programs 1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November | March | July

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	SpEd population, in K - 5th grade across all contents, are underperforming	Lack of explicit instruction paired with instructional supports to support learning

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	1. Special pop students behaviors interfere with classroom environment.	* Lack of understanding RTI process at our campus.

Performance Objective 5 ☑ High Priority

100% of IDEA Weslaco Academy teachers will be rated proficient in GET 1 A/B-Student Supports

Evaluation Data Source: School Status Boost

Strategy 1

Lesson Plan Feedback-Bi-weekly Rating

Strategy's Expected Result/Impact: IDEA Academy Weslaco will have 100% of teachers rated proficient in GET 1A/B by Oct.

Staff Responsible for Monitoring: A. Castillo
A. Valdez
R. Villarreal
C. Ontiveros

Problem Statements: Student Learning 1, 3

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews



Performance Objective 5 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	SpEd population, in K - 5th grade across all contents, are underperforming	Lack of explicit instruction paired with instructional supports to support learning
3	3rd-5th Meets & Masters targets are not being met for RLA & Math	Lack of rigorous, differentiated instruction

Performance Objective 6 ☑ High Priority

IDEA Weslaco Academy K-2nd will increase from 55% to 65% grade level growth for End of Year Dibels

Evaluation Data Source: Dibels Progress Monitoring
DI on-line

Strategy 1

K-2nd Data Driven Dibels intervention implementation

Strategy's Expected Result/Impact: Attain 70% student growth for End of Year Dibels Assessment

Staff Responsible for Monitoring: A. Castillo

Problem Statements: Student Learning 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Bi-weekly Dibels aligned Intervention activities identified.

Strategy's Expected Result/Impact: Increase of student growth during progress monitoring benchmarks

Staff Responsible for Monitoring: A. Castillo

Problem Statements: Student Learning 2 - School Processes & Programs 2

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 6 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	K-2nd not on track to meet EOY goal for DI (90% on or above grade level)	Unmastered foundational skills in DI/ DIBELS program.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	2. Alignment from K-5th core contents as in WW and Eureka is not present	* The opportunities for Vertical Alignment/PLC to take place are minimal through out the year.

Goal 2 IDEA Academy Weslaco will meet enrollment

Performance Objective 1 ☑ High Priority

Increase Monthly Boots on the ground opportunities

Evaluation Data Source: Application percentage per recruitment

Strategy 1

SRD opportunities to increase from 3 a year to 1 per month. Teachers must sign up for 2 and leaders and OPS to 3.

Strategy's Expected Result/Impact: Applications Increase on a month to month basis.

Staff Responsible for Monitoring: J. Trevino

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The school currently lacks standardized attendance systems and procedures, which hinders accurate tracking, accountability, and early intervention for chronic absenteeism.	No consistency with the ADA escalation matrix and we lack a tracking system to keep parents and teachers accountable. Currently, lack reinforcement strategies that incentivize and promote regular attendance and make school a more engaging and rewarding place for students.

Performance Objective 2 ☑ High Priority

100% of Family Engagements will have a recruitment station since BOY.

Evaluation Data Source: Recruitment Number

Strategy 1

APO will have OPS members sign up for Family Engagement to have a booth for recruitment

Strategy's Expected Result/Impact: 5-8 applications per recruitment day

Staff Responsible for Monitoring: J. Trevino

Problem Statements: Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The school currently lacks standardized attendance systems and procedures, which hinders accurate tracking, accountability, and early intervention for chronic absenteeism.	No consistency with the ADA escalation matrix and we lack a tracking system to keep parents and teachers accountable. Currently, lack reinforcement strategies that incentivize and promote regular attendance and make school a more engaging and rewarding place for students.

Performance Objective 3 ☑ High Priority

IDEA Weslaco Academy will retain 90% of K-2nd Grade Students.

Evaluation Data Source: Mission List
MTSS Meetings and campus implementation
ADA Chronic Absenteeism

Strategy 1

MTSS Meetings and Next steps

Strategy's Expected Result/Impact: Meet benchmarks for Student Persistence

Staff Responsible for Monitoring: Lead Team
Driver: P. Diaz

Problem Statements: Perceptions 1

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The school currently lacks standardized attendance systems and procedures, which hinders accurate tracking, accountability, and early intervention for chronic absenteeism.	No consistency with the ADA escalation matrix and we lack a tracking system to keep parents and teachers accountable. Currently, lack reinforcement strategies that incentivize and promote regular attendance and make school a more engaging and rewarding place for students.

Goal 3 IDEA Academy Weslaco will meet Academy Persistence Growth Goal.

Performance Objective 1 ☑ High Priority

Implement MTSS Grade Level Meetings in K-5th grade to support the whole child

Evaluation Data Source: Mission List
MTSS Data Report

Strategy 1

Bi-weekly Grade level MTSS Meetings

Strategy's Expected Result/Impact: Meet Campus ADA and Persistence Benchmarks
Reduce Chronic Absenteeism for each grade level

Staff Responsible for Monitoring: C. Ontiveros

Problem Statements: Demographics 2 - School Processes & Programs 1 - Perceptions 1

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Considerable Progress			

Strategy 2

Implement PBIS with fidelity

Strategy's Expected Result/Impact: Increase PBIS points above District mark

Staff Responsible for Monitoring: P. Diaz

Problem Statements: Demographics 2

Title I:

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November	March	July

Strategy 3

Parent Communication will require a minimum of 2 touchpoints Per month student parents

Strategy's Expected Result/Impact: Student Call Tracker

Staff Responsible for Monitoring: P. Diaz

Problem Statements: Demographics 2 - School Processes & Programs 1 - Perceptions 1

Title I:

Formative Reviews

Considerable Progress

November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Efficient tracking of student behavior and consistent response to student behavior.	Grade level ownership of campus consequence escalation matrix implementation with fidelity by 100% of our teachers.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	1. Special pop students behaviors interfere with classroom environment.	* Lack of understanding RTI process at our campus.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The school currently lacks standardized attendance systems and procedures, which hinders accurate tracking, accountability, and early intervention for chronic absenteeism.	No consistency with the ADA escalation matrix and we lack a tracking system to keep parents and teachers accountable. Currently, lack reinforcement strategies that incentivize and promote regular attendance and make school a more engaging and rewarding place for students.

Performance Objective 2 ☑ High Priority

Mentor NTI student sessions

Evaluation Data Source: Student Survey
NTI Persistence

Strategy 1

Mentor Groups during Electives for NTI

Strategy's Expected Result/Impact: NTI Persistence benchmarks

Staff Responsible for Monitoring: P. Diaz

Problem Statements: Demographics 2

Title I:

Formative Reviews

Considerable Progress

November | March | July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Efficient tracking of student behavior and consistent response to student behavior.	Grade level ownership of campus consequence escalation matrix implementation with fidelity by 100% of our teachers.

Performance Objective 3 ☑ High Priority

IDEA Academy Weslaco will be in compliance with Title 1 Family Engagement Requirements through the following events: Meet the Teacher, Public Hearing, Spring Town Hall and Report Card Pick up for Semester 1

Evaluation Data Source: Family Engagement Participation Tracker

Strategy 1

Revise out communication tracker log to include clear communication platform with our campus staff for parents.

Strategy's Expected Result/Impact: 100% of our families will receive communication for our programs through 2 platforms

Staff Responsible for Monitoring: P. Diaz

Problem Statements: Perceptions 1

Formative Reviews

✓ Accomplished

November | March | July

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The school currently lacks standardized attendance systems and procedures, which hinders accurate tracking, accountability, and early intervention for chronic absenteeism.	No consistency with the ADA escalation matrix and we lack a tracking system to keep parents and teachers accountable. Currently, lack reinforcement strategies that incentivize and promote regular attendance and make school a more engaging and rewarding place for students.

Performance Objective 4 ☑ High Priority

Increase Kinder-1st grade students' persistence from 84% over all to 88%.

Evaluation Data Source: Student Survey
Mission List

Strategy 1

Respond to Grade Level incidents and complete Leader Talks during AB, when behavior may be begin in grade level.

Strategy's Expected Result/Impact: Increase Student Survey
Parent Satisfaction

Staff Responsible for Monitoring: P. Diaz

Problem Statements: Perceptions 1

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The school currently lacks standardized attendance systems and procedures, which hinders accurate tracking, accountability, and early intervention for chronic absenteeism.	No consistency with the ADA escalation matrix and we lack a tracking system to keep parents and teachers accountable. Currently, lack reinforcement strategies that incentivize and promote regular attendance and make school a more engaging and rewarding place for students.

Goal 4 IDEA Academy Weslaco will achieve 94% ADA.

Performance Objective 1 ☑ High Priority

IDEA Weslaco Academy will decrease Chronic Absenteeism from 20% to 19%

Evaluation Data Source: ADA Daily/Weekly Percentage Trackers

Strategy 1

Lead Team ADA Huddles-Leaders own a grade level for ADA and Persistence

Strategy's Expected Result/Impact: Remain on or above ADA benchmark (Daily/Weekly/TYD)

Staff Responsible for Monitoring: J. Trevino

Problem Statements: Perceptions 1

Title I:

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Considerable Progress		

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The school currently lacks standardized attendance systems and procedures, which hinders accurate tracking, accountability, and early intervention for chronic absenteeism.	No consistency with the ADA escalation matrix and we lack a tracking system to keep parents and teachers accountable. Currently, lack reinforcement strategies that incentivize and promote regular attendance and make school a more engaging and rewarding place for students.

Performance Objective 2

Increase Daily Attendance in Kindergarten from 92.86% to 95%

Evaluation Data Source: Daily/Weekly/YTD ADA benchmarks

Strategy 1

Leaders will track data for daily ADA for High Chronic Absenteeism and Over all ADA Percentage

Strategy's Expected Result/Impact: On or above Daily, Weekly Monthly ADA benchmarks

Staff Responsible for Monitoring: J. Trevino

Problem Statements: Perceptions 1

ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews



Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The school currently lacks standardized attendance systems and procedures, which hinders accurate tracking, accountability, and early intervention for chronic absenteeism.	No consistency with the ADA escalation matrix and we lack a tracking system to keep parents and teachers accountable. Currently, lack reinforcement strategies that incentivize and promote regular attendance and make school a more engaging and rewarding place for students.

Performance Objective 3

90% of 2nd-5th grade students will meet their MVPA minutes of 1200 goal.

Evaluation Data Source: Fitness Ambassadro

Strategy 1

PE coaches and Manager will have benchmark goals and respond to data during Int. Blocks

Strategy's Expected Result/Impact: Fitness Ambassador Goal

Staff Responsible for Monitoring: A. Valdez

Problem Statements: Perceptions 1

Title I: 2.5.1

Formative Reviews

Considerable Progress

November | March | July

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The school currently lacks standardized attendance systems and procedures, which hinders accurate tracking, accountability, and early intervention for chronic absenteeism.	No consistency with the ADA escalation matrix and we lack a tracking system to keep parents and teachers accountable. Currently, lack reinforcement strategies that incentivize and promote regular attendance and make school a more engaging and rewarding place for students.

Performance Objective 4

Increase Parental Involvement

Evaluation Data Source: Parent Survey
Parent attendance

Strategy 1

Schedule ADA/Persistence/Academic Meetings

Strategy's Expected Result/Impact: Increase ADA/Persistence Metrics
Parent Satisfaction

Staff Responsible for Monitoring: P. Diaz & J. Trevino

Problem Statements: Demographics 2 - Perceptions 1

Formative Reviews

Moderate Progress

November | March | July

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Efficient tracking of student behavior and consistent response to student behavior.	Grade level ownership of campus consequence escalation matrix implementation with fidelity by 100% of our teachers.

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The school currently lacks standardized attendance systems and procedures, which hinders accurate tracking, accountability, and early intervention for chronic absenteeism.	No consistency with the ADA escalation matrix and we lack a tracking system to keep parents and teachers accountable. Currently, lack reinforcement strategies that incentivize and promote regular attendance and make school a more engaging and rewarding place for students.

Goal 5 IDEA Academy Weslaco will achieve 85% Teacher Retention

Performance Objective 1 ☑ High Priority

Returning teachers will be rated proficient or higher in GET Rubric

Evaluation Data Source: School Status

Strategy 1

Instructional Rounds and Culture Rounds-norm on Teacher rating

Strategy's Expected Result/Impact: Teacher development will increase to proficient across GET strands by end of year

Staff Responsible for Monitoring: APIs

Problem Statements: Student Learning 1 - School Processes & Programs 2

Title I:

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	SpEd population, in K - 5th grade across all contents, are underperforming	Lack of explicit instruction paired with instructional supports to support learning

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	2. Alignment from K-5th core contents as in WW and Eureka is not present	* The opportunities for Vertical Alignment/PLC to take place are minimal through out the year.

Performance Objective 2

Differentiated Professional Development For New and Returning Teachers (Based on Teacher Performance)

Evaluation Data Source: Teacher Tiers
School Status

Strategy 1

TIER Teachers by ability

Strategy's Expected Result/Impact: Teachers will move 1 TIER or 2 by End of Year
School Status

Staff Responsible for Monitoring: APIs

Problem Statements: Student Learning 1, 2 - School Processes & Programs 2

Title I:

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

	November	March	July
Considerable Progress			

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	SpEd population, in K - 5th grade across all contents, are underperforming	Lack of explicit instruction paired with instructional supports to support learning
2	K-2nd not on track to meet EOY goal for DI (90% on or above grade level)	Unmastered foundational skills in DI/ DIBELS program.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	2. Alignment from K-5th core contents as in WW and Eureka is not present	* The opportunities for Vertical Alignment/PLC to take place are minimal through out the year.

Performance Objective 3 ☑ High Priority

Celebrate Teachers for gains made for data that shows growth or above district

Evaluation Data Source: District Assessments

Strategy 1

Celebrate Monthly On or above district track

Strategy's Expected Result/Impact: GET Ratings
Perform on or above District Performance
Teacher Survey

Staff Responsible for Monitoring: APIs

Problem Statements: Student Learning 1, 3 - School Processes & Programs 2 - Perceptions 1

Title I:

Formative Reviews



November **March** **July**

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	SpEd population, in K - 5th grade across all contents, are underperforming	Lack of explicit instruction paired with instructional supports to support learning
3	3rd-5th Meets & Masters targets are not being met for RLA & Math	Lack of rigorous, differentiated instruction

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	2. Alignment from K-5th core contents as in WW and Eureka is not present	* The opportunities for Vertical Alignment/PLC to take place are minimal through out the year.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	The school currently lacks standardized attendance systems and procedures, which hinders accurate tracking, accountability, and early intervention for chronic absenteeism.	No consistency with the ADA escalation matrix and we lack a tracking system to keep parents and teachers accountable. Currently, lack reinforcement strategies that incentivize and promote regular attendance and make school a more engaging and rewarding place for students.

Performance Objective 4 ☑ High Priority

IDEA Weslaco AC will attain an 85% in AEES survey overall

Evaluation Data Source: AEES Survey

Strategy 1

Conduct Quarterly Teacher Surveys

Strategy's Expected Result/Impact: AEES will be an 85% over all

Staff Responsible for Monitoring: C. Ontiveros

Problem Statements: School Processes & Programs 2

Title I:

Formative Reviews

November	March	July
Considerable Progress		

Performance Objective 4 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	2. Alignment from K-5th core contents as in WW and Eureka is not present	* The opportunities for Vertical Alignment/PLC to take place are minimal through out the year.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
JOSE ROMANO B GAVINO	TEACHER - INTERVENTIONIST	School-wide Program	1
MARIELA VASQUEZ	SR. COTEACHER	School-wide Program	1
MELYNDA A CAMACHO	TEACHER - INTERVENTIONIST	School-wide Program	1
NANCY SANCHEZ	COTEACHER	School-wide Program	1

IDEA Public Schools

Weslaco College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:42 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 12

Data Documentation for CNA 14

Improvement Planning Data 15

Accountability Data 15

Student Data: Assessments 15

Student Data: Student Groups 16

Student Data: Behavior and Other Indicators 16

Employee Data 17

Parent/Community Data 17

Support Systems and Other Data 17

Goals 18

Goal 1 : IDEA Weslaco CP will increase student achievement in Math 19

Goal 2 : IDEA Weslaco CP will increase College Readiness 21

Goal 3 : IDEA Weslaco CP will increase Teacher Retention 23

Goal 4 : IDEA Weslaco CP will increase Family Engagement. 25

Goal 5 : IDEA Weslaco CP will increase Student-Principal Interactions 27

Title I Summary 29

Title I Personnel 30

Comprehensive Needs Assessment

Demographics

Summary

6th - 133
7th- 119
8th- 124
MS Overall - 376
9th- 88
10th - 86
11th- 86
12th- 80
HS Overall - 340
Overall:

Enrollment numbers are low compared to where we want to be as a campus. The majority of our student population land in Hispanic-Latino ethnicity. We have a total of 251 emergent bilingual students in the program receiving accommodations or testing our our campus. 408 students are labeled as at risk.

Strengths

There are 0 students labeled in the following categories: targeted assistance, targeted assistance previously participated, title one homeless, and neglected.

Though almost all students are economically disadvantaged, campus scores show that they are being successful overall with academics.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Lack of communication of all these individual groups for staff to be knowledgeable of all groups for our campus.	No professional developed centered around teachers breaking down data and the students they service.
2	Lack of resources provided for those who are economically disadvantaged or in the emergent bilingual program.	Professional development where teachers can review additional resources that increases the differentiation learning styles in classrooms, especially those who lack speaking the English language.
3	Low enrollment numbers in high school grade levels.	Lack of more dual enrollment courses and certifications offered at our campus.
4	Parent Surveys-low percentage	Economic, Demographics and Geographic of the campus play a key role in the % of parent participation. Also, the lack of school information and communication to the parents about the surveys

★ = Priority

Student Learning

Summary

We are excelling as a campus in ELA scores, AP data and CSI goals. We need to improve in math, TSI earlier in the year and overall communication on goals and how to achive these as a campus.

Strengths

Consistent improvements in ELA scores and growth in MATH and SS. AP Scholar goal is on track to be met. 100% CCMR goal. High math data in CSI and both goals met. 6th grade Word masters and RR met.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	There was a lack in communication to all Staff about ALL campus goals.	Focusing on communicating all goals and not limiting to STAAR and AP. Giving the goal and methods to reach these so that all staff can assist in reaching these.
2	Re-teach planning was inconsistent throughout the year.	While exit tickets were introduced as a valuable tool during staff training to gauge student understanding, the follow-up during SWAM sessions lacked coherence and regularity.
3	TSI goal and testing is not implemented and achieved until senior year.	TSI is not implemented in earlier grade levels, with testing not occurring until senior year. There is no TSI class scheduled for students and TSI practice in classes is lacking.
4	Enrollment- each grade level is not at capacity	Promotion of availability (parents unaware that we have open seats) Explanation of wording- "Lottery" how students enter IDEA Transcripts provided for upper grades not accurate- Credits not earned/ Misconception of credits earned by families

★ = Priority

School Processes & Programs

Summary

At IDEA Weslaco College Prepatory, we receive ongoing coaching and support from our regional and national teams to ensure that our curriculum is thoroughly understood and implemented with fidelity. Additionally, this collaboration helps that special programs are executed effectively and with fidelity. For new staff members, we have an onboarding rubric we follow to support their ongoing professional development including after school clinics. At our campus we guide our students through Advance Placement (AP) and advanced academic programs, as well as Career and Technical Education (CTE) courses in medical and technology pathways. This is all in place for all students while embedding a comprehensive college rediness track that includes ACT preperation.

Strengths

Curriculum & Instruction:

- At least one-third of IDEA students graduate with the "AP Scholar" designation, evidence of earning a qualifying score on at least three AP exams, demonstrating successful completion of college-level coursework prior to graduation.
- IDEA provides students access to accelerated instruction through the 1:1 technology device, including adaptive software for mathematics and literacy and access to hundreds of thousands of books in the district's digital library.
- IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures.
- IDEA curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams.
- IDEA implements a variety of training opportunities for teachers and leadership staff with the goal of developing teachers' pedagogical content knowledge and leaders' coaching skills.
-

Special Programs

- IDEA exceeded the expected growth target for EL student performance on TELPAS in 2024 with 60% of ELs meeting that target.
- IDEA submitted and was awarded a Dyslexia Grant by the TEA so that we will be able to provide increased professional development to teachers and leaders on working with students with dyslexia and increase the support resources for our students with dyslexia.

IDEA’s individualized coaching and development of its employees is a contributing factor in getting new employees to proficiency quickly and providing an internal pool for promotions.

Ongoing feedback, effective accountability mechanisms, and consistent follow through also provide a supportive environment where employees have clear expectations for performance.

IDEA is always ensuring to get ongoing feedback to revamp employee value proposition (EVP) to better identify, promote, and implement recruitment and retention strategies that can provide the talent needed to be successful

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	GET 2 was the lowest rated strand as a campus with an average of 3.47	Teachers did not include time stamps in lessons to ensure effective time management.
2	Grade team meetings were not consitent throughout the year.	Leaders did not make this a priority for teachers to be aligned with campus vision.
3	GET 5 Investing Families was the second lowest rated strand as a campus with an average of 3.69	Teachers were not consitent with positive phone calls. We need to go beyond informing parents and have a consulting and partnering approach with families in shaping the direction of our school. It could be beneficial to have a "parent committee" to help to gather important thoughts and help advise and problem solve along with school staff.
4	Enrollment- each grade level is not at capacity	Promotion of availability (parents unaware that we have open seats) Explanation of wording- "Lottery" how students enter IDEA Transcripts provided for upper grades not accurate- Credits not earned/ Misconception of credits earned by families
5	Low enrollment numbers in high school grade levels.	Lack of more dual enrollment courses and certifications offered at our campus.
6	Lack of resources provided for those who are economically disadvantaged or in the emergent bilingual program.	Professional development where teachers can review additional resources that increases the differentiation learning styles in classrooms, especially those who lack speaking the English language.

7	Lack of communication of all these individual groups for staff to be knowledgeable of all groups for our campus.	No professional developed centered around teachers breaking down data and the students they service.

★ = Priority

Perceptions

Summary

At IDEA Weslaco College Prep, parent surveys are conducted at the beginning of the school year, in the fall, and again in the spring to gather meaningful feedback about the family experience. The Beginning-of-Year survey focuses on initial impressions of campus communication, organization, and overall satisfaction. To maintain strong family engagement, teachers document ongoing communication in our campus tracker, ensuring parent concerns about academics, behavior, and attendance are addressed promptly and consistently.

Our campus hosts at least two major family engagement events each semester, fostering a collaborative and welcoming school culture. Students are recognized bi-weekly, monthly, and quarterly for achievements in academics, behavior, attendance, and progress in Blended Learning platforms such as iLearning and Hotspot.

In addition, students receive weekly Social-Emotional Learning (SEL) lessons through Move This World, where they build competencies in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—essential skills for college and life success.

While external perceptions may at times be influenced by community demographics or geographic stereotypes, our campus takes great pride in cultivating a disciplined, respectful, and values-driven student culture. We maintain clear behavioral expectations, consistent accountability systems, and restorative practices that help students grow and reflect.

Strengths

These strengths showcase IDEA Weslaco College Prep as a school that delivers academically, nurtures students in a safe and supportive community, and maintains a laser focus on preparing scholars for college success.

- Student Academic Culture- AP/ CTE/ Dual Enrollment offerings
- Learning Model- Personalized instruction & data-driven interventions
- High graduation rate- Around 95%-100% of students graduate on time, exceeding the state average of around 90%.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Enrollment- each grade level is not at capacity	Promotion of availability (parents unaware that we have open seats) Explanation of wording- "Lottery" how students enter IDEA Transcripts provided for upper grades not accurate- Credits not earned/ Misconception of credits earned by families
2	Parent Surveys-low percentage	Economic, Demographics and Geographic of the campus play a key role in the % of parent participation. Also, the lack of school information and communication to the parents about the surveys
3	Lack of communication of all these individual groups for staff to be knowledgeable of all groups for our campus.	No professional developed centered around teachers breaking down data and the students they service.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**

- [x] **SAT and/or ACT assessment data**
- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**

- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Organizational structure data**
- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 IDEA Weslaco CP will increase student achievement in Math

Performance Objective 1 ☑ High Priority

Increase overall STAAR/EOC Math scores by 3 SAS points by June 2026.

Evaluation Data Source: Unit Exams, Semester exams, Mock exams

Strategy 1

Implement weekly Data-Driven Instruction Cycles and MTSS tier reviews to inform instruction and interventions.

Strategy's Expected Result/Impact: 100% of core content teams show documented instructional adjustments based on data. At least 50% of students previously in Tier 3 have progressed toward Tier 2.

Staff Responsible for Monitoring: API

Title I: 2.5.1, 2.5.2, 2.5.3

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, Lever 5: Effective Instruction

Formative Reviews

No Progress	Some Progress	
November	**March**	**July**

Performance Objective 2

Increase overall Meets Grade Level and Masters Grade Level by 3 SAS points in STAAR/EOC Math by June 2026.

Evaluation Data Source: Unit Exams, Semester exams, Mock exams, tutoring attendance tracker, Tutoring formative and summative tracker, Campus Path to an A tracker

Strategy 1

Targeted Student Interventions: targeted tutoring and Saturday review academies

Strategy's Expected Result/Impact: 80% of targeted students meet growth targets on STAAR/EOC; tutoring and academy sessions are delivered as planned.

Staff Responsible for Monitoring: API

Title I: 2.5.1, 2.5.2, 2.5.3

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, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 3

Increase Special Education students overall SAS score by 3 or more points on the STAAR/EOC exams by June 2026.

Evaluation Data Source: Campus Path to An A tracker, EdCite, Principal Dashboard

Strategy 1

Implement Targeted, Data-Driven, and Inclusive Academic Supports for Special Education Students

Strategy's Expected Result/Impact: SPED students' average SAS score increases by at least 3 points by June 2026 across STAAR/EOC assessments. 100% of SPED students receive core content instruction with fidelity to accommodations/modifications. At least 90% of teachers report increased confidence in delivering differentiated instruction to SPED students (based on PD feedback and surveys). 100% of SPED students set STAAR/EOC mastery goals and monitor progress through individual trackers by January 2026.

Staff Responsible for Monitoring: API

Title I: 2.5.1, 2.5.2, 2.5.3

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, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	Some Progress	

Goal 2 IDEA Weslaco CP will increase College Readiness

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

IDEA Weslaco CP's Class of 2026 will meet the 30% AP Scholar Goal by August 2026.

Evaluation Data Source: Unit Exams, Semester exams, Mock exams

Strategy 1

Ensure vertical alignment from 6th-12th grade that builds content rigor, strengthens foundational skills, and prepares students for STAAR/EOC and AP-Level coursework.

Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 50% of students will demonstrate year-over-year growth on STAAR and EOC exams, with a 5% increase in the percentage of students achieving the "Masters" performance level. Additionally, AP course enrollment and AP Scholar designation rates will increase by 5% through strengthened academic preparation in earlier grade levels.

Staff Responsible for Monitoring: API

Title I: 2.5.2

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 ☑ HB3 Goal

IDEA Weslaco CP will meet 100% TSI complete by June 2026.

Strategy 1

Comprehensive TSI Readiness and Completion Plan

Strategy's Expected Result/Impact: By June 2026, 100% of IDEA Weslaco College Preparatory seniors will be TSI complete, demonstrating college readiness in Reading, Writing, and Math. This outcome will ensure all graduating students are academically eligible to enroll in credit-bearing college courses without the need for remediation, strengthening their postsecondary options and reducing barriers to college persistence and degree completion.

Staff Responsible for Monitoring: College Counselor

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Moderate Progress	Accomplished	

Performance Objective 3

IDEA Weslaco CP's Class of 2026 will meet an ACT average of a 21 by October 2025.

Strategy 1

ACT Mastery Through Tiered Preparation and Strategic Testing

Strategy's Expected Result/Impact: By October 2025, 100% of IDEA Weslaco CP's Class of 2026 will participate in a targeted, data-driven ACT preparation program that results in an average composite ACT score of 21 or higher on the October national test. Through strategic tiered support, embedded practice, and regular progress monitoring, students will demonstrate measurable growth in ACT-tested content areas. At least 10% of students will meet or exceed their individual ACT growth goals, and over 3% of students will earn a 22+, positioning them competitively for college admissions and scholarship opportunities.

Staff Responsible for Monitoring: College Counselor

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress	No Progress	

Goal 3 IDEA Weslaco CP will increase Teacher Retention

Performance Objective 1 ☑ High Priority

IDEA Weslaco CP will meet the 90% teacher retention goal by August 2026.

Evaluation Data Source: Teacher Persistence Dashboard and Campus Tracker

Strategy 1

Foster a positive and inclusive culture

Strategy's Expected Result/Impact: By fostering a positive and inclusive culture, the school will retain at least 90% of its teachers for the 2025-2026 school year. This outcome will be evidenced by improved teacher satisfaction survey results, increased participation in schoolwide initiatives, stronger collaboration among staff, and reduced mid-year attrition. A supportive environment that values teacher voice, recognizes contributions, and builds meaningful relationships will contribute to sustained teacher engagement and long-term commitment to the campus mission. 80% composite score for 2025-2026 Annual Employee Engagement Survey (AEES).

Staff Responsible for Monitoring: Principal

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	Some Progress	

Performance Objective 2

IDEA Weslaco CP will retain 100% of new teachers by August 2026.

Evaluation Data Source: Teacher Retention Dashboard and Staffing Updates

Strategy 1

Strengthening Onboarding and Induction Programs

Strategy's Expected Result/Impact: New teachers will feel confident, connected, and well-prepared to implement high-quality instruction and positively contribute to campus culture by the end of their first quarter. As a result, 100% of new hires will complete the onboarding program, and at least 90% will report satisfaction with their induction experience through end-of-quarter surveys. This will contribute to maintaining a [?]90% teacher retention rate and ensure a strong start to the school year.

Staff Responsible for Monitoring: Principal

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	Some Progress	

Goal 4 IDEA Weslaco CP will increase Family Engagement.

Performance Objective 1

IDEA Weslaco CP will increase family participation in academic events by 15% by June 2026.

Evaluation Data Source: Attendance at Events, Parent Engagement Surveys, Teacher family logs, track newsletter reach and engagement, Remind App analytics

Strategy 1

Strengthening communication channels with families

Strategy's Expected Result/Impact: Families will feel more informed, connected, and empowered to support their student's academic and behavioral success. By June 2026, [?]90% of families will report satisfaction with school-to-home communication on end-of-year surveys, and monthly communication logs will show consistent, two-way engagement with at least 95% of families.

Staff Responsible for Monitoring: Principal

Title I:

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	No Progress	

Performance Objective 2 ☑ High Priority

IDEA Weslaco CP will meet the 96.6% ADA (Average Daily Attendance) by June 2026.

Evaluation Data Source: Daily attendance data, ADA by grade level, ADA dashboard

Strategy 1

Strengthen Parent Engagement to Drive Consistent Student Attendance

Strategy's Expected Result/Impact: By strengthening parent engagement, IDEA Weslaco College Preparatory will foster stronger home-school partnerships that increase awareness of attendance expectations and the impact of absenteeism. As a result, parents will become proactive partners in promoting daily student attendance, leading to increased communication, reduced chronic absenteeism, and consistent achievement of a 96.6% or higher Average Daily Attendance (ADA) by June 2026.

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July
No Progress	No Progress	

Performance Objective 3

100% of schools 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))

Evaluation Data Source: Family engagement tracker

Strategy 1

Strategic Coordination and Monitoring of Title I Family Engagement Events

Strategy's Expected Result/Impact: -100% of campuses will be in full compliance with Title I Family Engagement requirements as outlined in TEC SS11.253(d)(9).

-Parents will have increased awareness of campus goals, student performance, and opportunities to engage in decision-making.

-Event attendance will increase by at least 10% compared to the prior year, reflecting stronger family-school partnerships.

-All required documentation will be submitted on time and verified through centralized compliance audits.

Staff Responsible for Monitoring: School Counselor

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	Some Progress	

Goal 5 IDEA Weslaco CP will increase Student-Principal Interactions

Performance Objective 1 ☑ High Priority

IDEA Weslaco CP will meet the 90% student persistence goal by August 2026.

Evaluation Data Source: Persistence Dashboard, Campus Mission List, Campus Persistence Tracker

Strategy 1

Multi-Tiered Student Persistence Plan

Strategy's Expected Result/Impact: By August 2026, 90% or more of students will remain enrolled at IDEA Weslaco CP, with improvements in student connection, family partnership, and timely interventions that reduce attrition. This outcome reflects a thriving, inclusive school environment where students feel supported, valued, and inspired to stay and succeed.

Staff Responsible for Monitoring: School Counselor

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	No Progress	

Performance Objective 2

IDEA Weslaco CP's Class of 2026 will meet the 100% matriculation by September 2026.

Evaluation Data Source: Matriculation tracker and Matriculation Dashboard

Strategy 1

Senior Matriculation Master Plan

Strategy's Expected Result/Impact: By September 1, 2026, 100% of the Class of 2026 at IDEA Weslaco CP will have successfully:

-Enrolled in a post-secondary institution (2-year, 4-year, or accredited certification program),

-Submitted final transcripts and required documentation,

-Secured housing or commuter arrangements,

-Attended orientation or pre-term bridge programs.

Staff Responsible for Monitoring: Director of College Counseling and College Counselor

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ISAAC AGUIRRE	TEACHER - INTERVENTIONIST	School-wide Program	1
JENNIFER LEE GARCIA	TEACHER - INTERVENTIONIST	School-wide Program	1
MARK Andrew SILVA	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Weslaco Pike Academy

Accountability Rating: B

2025-2026 Campus Improvement Plan

Board Approval Date:
August 12, 2025

Public Presentation Date:
August 7, 2025

Generated by Plan4Learning.com
March 12, 2026 at 10:43 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 8

School Processes & Programs 10

Perceptions 13

Priority Problem Statements 15

Data Documentation for CNA 18

Improvement Planning Data 19

Accountability Data 19

Student Data: Assessments 19

Student Data: Student Groups 19

Student Data: Behavior and Other Indicators 20

Employee Data 20

Parent/Community Data 20

Goals 21

Goal 1 : Student Culture and Attendance: Increase Average Daily Attendance 22

Goal 2 : Increase academic performance in K-2nd grade Reading 28

Goal 3 : Increase Meets performance in 3rd-5th grade Math STAAR 33

Goal 4 : Decrease % of students performing below grade level in 3rd-5th grade Reading 37

Goal 5 : Increase support of EL learners 42

Title I Summary 46

Title I Personnel 47

Funding Summary 48

SCE Accelerated Instruction (PIC 24) 49

IDEA-B (4130) 49

State SPED (PIC 23) 49

State BESL (PIC 25) 49

Title I Parent Reservation (4120-PAR) 50

Comprehensive Needs Assessment

Demographics

Summary

IDEA Weslaco Pike Academy is a Title one school that is a B rated campus with an enrollment number of 736 students, servicing Kinder to 5th grade. The over enrollment of 40 kids is attributed to the families wanting to bring students to our campus due to school safety, high record of results, and the joy our teachers bring. We offer quality classroom instruction with the mission of College for All. Our curriculum programs service general education and special education students. Pike Academy demographics include 91.69% of the student population being economically disadvantaged, 95.23% being Hispanic, 12.94% in Special Education, and 46.73% being Emergent Bilingual.

IDEA Weslaco Pike is on track to achieve strong outcomes in staff and student commitment as well as postsecondary success for the 2024–2025 school year. With 85.0% of full-time staff projected to return for the 2025–2026 school year, the campus demonstrates a positive and supportive work environment that fosters retention and continuity. Additionally, 100% of graduating seniors are on track to matriculate through college enrollment, military enlistment, ARD-aligned programs, or approved faith-based or medical exemptions, underscoring our commitment to ensuring every student has a clear and supported postsecondary path. Furthermore, 87.5% of students are expected to persist and re-enroll next year, reflecting strong family trust, a positive school culture, and high levels of student engagement.

Setbacks

Despite our successes in retention, persistence, and matriculation, the areas of opportunity include acade mic achievement towards state rating goal and student attendance. In 3rd-5th grade academic targets for meets and masters populations were not achieved by 10-20% which demonstrates opportunities in maintaining rigor and differentiating instruction. A lack of consistency in ADA high escalation matrix led to frequent offenders to exceed absences throughout school year which impacted student learning.

Initiative Updates

The 24-25 school year, our campus implemented several initiatives to support our meets and masters targ ets and increase attendance. The initiatives included investing students in their goals, tracking daily exit tickets, identifying game changers, strategically grouping and monitoring of game changer performance, and in class support. This led to a decrease of 3% Meets in ELA from mock exam to STAAR exam and a n increase in 10% for 3rd-5th Math. For attendance, we implemented consistent Friday grade level celebrations to motivate and invest students in attendance. This led to steady attendance for 2nd-5th grad e.

Lessons Learned

Student achievement targets in ELA and Math were not met across any grade level. Key issues included teachers collecting data daily but not acting on it, and leadership failing to establish clear follow-up actions during tactical meetings. Although thorough data analysis occurred after semester exams in December and some support was provided, tight loop coaching and modified instruction for priority students did not begin until after the March mock exams. Earlier data-driven responses and timely coaching for priority teachers are necessary to close achievement gaps and ensure student mastery.

Based on the overall performance of students in grades K–5, it is evident that additional support is needed for specific student groups, particularly those in special education and emergent bilingual programs. Strengthening collaboration between general education and special education teachers is essential to ensure cohesive instructional practices. Additionally, more frequent reviews of student accommodations, along with consistent follow-up on their implementation, are necessary to support student success. Targeted professional development should also be provided, equipping teachers with clear strategies and resources to effectively support emergent bilingual students.

Based on our attendance data this year, we did not meet our campus goal. A key takeaway is the need for a more strategic and urgent approach to addressing chronic absenteeism, particularly with our frequent offenders. While we conducted end-of-year meetings last school year to address excessive absences, several of those same students continued to demonstrate poor attendance this year—highlighting a gap in follow-through and effectiveness.
Moving forward, we must ensure that meetings with families and students are not only timely but also impactful. This includes setting clear expectations, tracking progress, and following up consistently. Early intervention, rather than reactive conversations later in the year, must become our norm. We know that when students are present, we are better positioned to close academic gaps and support long-term student persistence. To achieve this, teachers must play a proactive role by consistently investing in famili es and students through regular communication. This means partnering with staff, leveraging parent touchpoints, and reinforcing the message that attendance is a foundational piece of student success.
In the upcoming year, we will develop a campus-wide attendance strategy that includes clearer accountability, progress monitoring, and more personalized support for students who need it most.

Strengths

- Weslaco Pike Academy has been an A rated Campus from 2020-2023 and B rated campus on 2024
- 98% Student Persistence
- School safety protocols are in place and partnerships exist between local authorities and campus
- Our teacher career pathway consists of 6 Master Teachers
- 3 TIA designees

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	2% of students withdrew during the 24-25 school year to local school districts	Limited opportunities for non-academic extracurricular activities
2 ★	Limited parent education trainings for EB/ESL instructional strategies	Campus did not plan out multiple EB trainings for parents for the school year
3 ★	Projected enrollment for 25-26 school year is over 40 students less than 24-25 school year	Inconsistent recruitment efforts at targeted locations

★ = Priority

Student Learning

Summary

IDEA Weslaco Pike Academy is a top performing campus at the district and state level. The campus earned a letter grade of an A by TEA consecutively for 4 academic school years from 2020-2023. Most currently, campus earned a B rating for Spring 2024. In semester and mock exams, our academy students score above the district in reading in all three performance band focuses: approaches, meets, and masters. Student achievement scores were above the district in reading and science ranking top in the region. Through our tracking systems, our student achievement data shows that our EL population of students are performing at a higher level than our overall population.

Spring 2025 STAAR results show the following:

Strengths

At IDEA Weslaco Pike Academy, the following strengths contribute to academic and culture success at our campus.

- Educators at IDEA Weslaco Pike Academy can achieve high results through teacher collaboration and consistency of monitoring data of priority students as evidenced on performing above district averages in district assessments in 4th and 5th ELA and 5th Science.
- Educators at IDEA Weslaco Pike Academy deliver impactful first-time instruction by having lesson plans completed one week in advance with revisions completed in advance at above 80% proficiency level.
- IDEA Weslaco Pike Academy educators are able to close the achievement gap by identifying sub pop students and frequently monitoring and responding to gaps by tracking and responding to student data on a weekly basis.
- K-5th grade science and social studies students met their end of year final district exam goals.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	29% of CSI students met 2 years growth reading goal	Teachers are not providing targeted instruction aligned to renstar assessment
2 ★	39% of Kinder students met DIBELS growth in DIBELS eoy assessment	Teachers are not providing sufficient DIBELS interventions aligned to all skill gaps shown in BOY
3 ★	3rd-5th grade Math consistently did not meet SAS target in district semester and mock exams	Teachers are not breaking down objective into conceptual understanding and monitoring mastery during lesson.

★ = Priority

School Processes & Programs

Summary

Student Programs:

Bilingual Program

Special Education

General Education – Wit and Wisdom, Eureka, Amplify, Insight

Critical Student Intervention

Direct Instruction Program

After school programs

Electives- Art, Robotics, Theatre, Music

After school tutorial Hb1416 Intervention

Move this World- Social Emotional Curriculum

Typing.com

IReady

Spelling Bee

Student Council

Yearbook Club

Maverick Mentor Club

UIL academics

Teacher Programs:

Reading Academies

TCP

Staff Development Cycle

Coaching Cycle- GET Rubric

Teacher Advisory Council

Campus Crisis Team

Content Leaders, Course Leaders, Grade Team Leaders

DI Coaches

Course Collaborations

Processes:

Response to Intervention is provided to students based on academic and behavioral performance.

3rd-5th grade students are identified for Critical Student Intervention based on Renstar performance.

Monthly targeted professional development sessions for staff

Monthly Grade Team Leader Meetings are held for input on campus decisions, campus updates, and strategic collaboration for areas of need.

Course Collaborations quarterly by content led by district course leader

Lesson rehearsals to enhance quality of first instruction

Content webinars with resources, unpacking of units, legal updates and best practices

Roadmap assigned sessions to be in compliance and up to date with instructional best practices

DI coaches support staff members with LPC Feedback, observations, rehearsals, feedback

Afterschool tutorial is offered to students based on academic needs and list is monitored for progress

Strengths

- 100% of teachers received development feedback through SDC cycle: Goal Setting, 2x2, APR
- 98% Student Persistence above district average
- 20% of instructional teachers are at Master Level Status
- 90% of teachers are above proficiency in Guidepost 2: Classroom Culture

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	3.37 GET Rating average for teachers in Guidepost 4: Using Data focused on students learning mastery	Teachers are not consistently planning potential misconceptions and plan to address them to act with urgency during instructional time.
2 ★	3.4 GET Rating average for teachers in Guidepost 3 focused on student release and student's doing the thinking during instructional lessons	Teachers are not providing sufficient opportunities for all students to engage through think pair shares due to time constraints.
3	50% of staff members who started mid year do not know how to track Teacher Career Pathway progress	Leaders do not have a plan to walk mid year hires through Teacher Career Pathway and calculator.

★ = Priority

Perceptions

Summary

Weslaco Pike Academy strongly believes in our foundational core values that include: We act with integrity, We build team and family, We deliver results, We achieve academic excellence, We bring joy, We ensure equity, and We sweat the small stuff. Some reasons why our families come and stay at our campus include 1) College Prep Academic Model which focuses on college preparation for all children. We are on track to send 100% of our seniors to college for the 16th straight year. 2) A Technology Device for Every Student- We provide 1:1 technology devices to all IDEA scholars. 3) We are open to all students- We are tuition free public school option. We accept applications and serve all students, regardless of where they live, their academic standing, their income, and their ability level. 4) Highly Trained & Experienced Teachers- We focus on coaching and developing our teachers to deliver high quality first instruction. Through partnering with all stakeholders and community members, we are able to make shared decisions that help our students get to and through college. There are various opportunities throughout the school year that engage our families and community members to be part of our student's education.

At IDEA Weslaco Pike, we have a steady persistence rate due to staff and faculty school functions, consistent reminders through social media platforms, strong culture of achievement through staff retention, and ADA communication is constant throughout all grade levels and teachers have instilled the importance of learning and value of attending school every day. Enrollment numbers are all around at a high rate due to the strong culture within our campus, including over enrollment of 30-40 students. School-wide celebrations are consistently provided for our Mavericks, from Maverick morning meeting to Award's ceremonies, we ensure to bring that culture of joy to our students year-round

Strengths

- Over-enrollment by 30-40 students in Weslaco Pike Academy throughout the 24-25 school year
- 98% Student Persistence
- Every week, communication with families was provided consistently through parent weeklies throughout the 24-25 school year.
- 100% of planned school functions/events involving parent engagement (picnics, dances, ceremonies) were held throughout the 24-25 school year.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	94.67 % ADA for the 24-25 school year	There was inconsistent ADA challenges for high stakes dates with sufficient communication.
2 ★	75% of students enrolled for Kinder classes available for 25-26 school year	There is inconsistent outreach to families in our communities to share the impact of an education here at IDEA Weslaco Pike Academy
3	2 % of family surveys were completed for IDEA Weslaco Pike Academy for the 24-25 school year	There was no strategic plan to communicate to families the importance of sharing feedback and incentivize participation.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	3rd-5th grade Math consistently did not meet SAS target in district semester and mock exams	Teachers are not breaking down objective into conceptual understanding and monitoring mastery during lesson.
2 ★	39% of Kinder students met DIBELS growth in DIBELS eoy assessment	Teachers are not providing sufficient DIBELS interventions aligned to all skill gaps shown in BOY
3 ★	29% of CSI students met 2 years growth reading goal	Teachers are not providing targeted instruction aligned to renstar assessment
4 ★	94.67 % ADA for the 24-25 school year	There was inconsistent ADA challenges for high stakes dates with sufficient communication.
5 ★	75% of students enrolled for Kinder classes available for 25-26 school year	There is inconsistent outreach to families in our communities to share the impact of an education here at IDEA Weslaco Pike Academy
6 ★	2% of students withdrew during the 24-25 school year to local school districts	Limited opportunities for non-academic extracurricular activities

7 ★	Projected enrollment for 25-26 school year is over 40 students less than 24-25 school year	Inconsistent recruitment efforts at targeted locations
8 ★	Limited parent education trainings for EB/ESL instructional strategies	Campus did not plan out multiple EB trainings for parents for the school year
9 ★	3.4 GET Rating average for teachers in Guidepost 3 focused on student release and student's doing the thinking during instructional lessons	Teachers are not providing sufficient opportunities for all students to engage through think pair shares due to time constraints.
10 ★	3.37 GET Rating average for teachers in Guidepost 4: Using Data focused on students learning mastery	Teachers are not consistently planning potential misconceptions and plan to address them to act with urgency during instructional time.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Observation Survey results**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**

- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Discipline records**
- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**

Goals

Goal 1 Student Culture and Attendance: Increase Average Daily Attendance

Performance Objective 1 ☑ High Priority

By end of year 25-26, IDEA Weslaco Pike Academy will decrease chronic absenteeism from 12.24% to 11%

Evaluation Data Source: Chronic Absentee report, average daily attendance, absentee reports

Strategy 1

During daily ADA huddles, discuss chronic absenteeism progress by assigned leader

Strategy's Expected Result/Impact: Decrease amount of truancy reports, increase daily attendance, decrease percentage of chronic absenteeism

Staff Responsible for Monitoring: Assistant Principal of Operations (Mr. Jose Rodriguez), Assistant Principals of Instruction (Jennifer Cantu, Elizabeth Cain, Adriana Alvarez), SIS Registrar (Denise Gonzalez), Grade Team Leaders

Problem Statements: Perceptions 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Weekly ADA parent meetings are held following the ADA Matrix hierarchy with assistant principals of instruction and principal

Strategy's Expected Result/Impact: Increase daily attendance

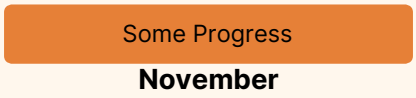
Staff Responsible for Monitoring: Assistant Principal of Operations (Mr. Jose Rodriguez), Assistant Principals of Instruction (Jennifer Cantu, Elizabeth Cain, Adriana Alvarez), SIS Registrar (Denise Gonzalez), Grade Team Leaders

Problem Statements: Student Learning 1, 2, 3 - Perceptions 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

Formative Reviews



November | March | July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	29% of CSI students met 2 years growth reading goal	Teachers are not providing targeted instruction aligned to renstar assessment
2	39% of Kinder students met DIBELS growth in DIBELS eoy assessment	Teachers are not providing sufficient DIBELS interventions aligned to all skill gaps shown in BOY
3	3rd-5th grade Math consistently did not meet SAS target in district semester and mock exams	Teachers are not breaking down objective into conceptual understanding and monitoring mastery during lesson.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	94.67 % ADA for the 24-25 school year	There was inconsistent ADA challenges for high stakes dates with sufficient communication.

Performance Objective 2 ☑ High Priority

During the 25-26 school year, increase yearly average daily attendance in Kinder from 93.52% to 94%.

Evaluation Data Source: Average daily attendance

Strategy 1

Invest and celebrate parents and students in weekly grade level celebrations for 100% weekly attendance

Strategy's Expected Result/Impact: Increase average daily attendance

Staff Responsible for Monitoring: Assistant Principal of Operations (Mr. Jose Rodriguez), Assistant Principals of Instruction (Jennifer Cantu, Elizabeth Cain, Adriana Alvarez), SIS Registrar (Denise Gonzalez), Grade Team Leaders, Teachers

Problem Statements: Student Learning 2 - Perceptions 1, 2

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Daily communication systems in place to send out attendance communication to families for individual absences and overall grade level attendance

Strategy's Expected Result/Impact: Increase daily attendance

Staff Responsible for Monitoring: Assistant Principal of Operations (Mr. Jose Rodriguez), Assistant Principals of Instruction (Jennifer Cantu, Elizabeth Cain, Adriana Alvarez), SIS Registrar (Denise Gonzalez), Grade Team Leaders, Teachers

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	2% of students withdrew during the 24-25 school year to local school districts	Limited opportunities for non-academic extracurricular activities

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	39% of Kinder students met DIBELS growth in DIBELS eoy assessment	Teachers are not providing sufficient DIBELS interventions aligned to all skill gaps shown in BOY

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	94.67 % ADA for the 24-25 school year	There was inconsistent ADA challenges for high stakes dates with sufficient communication.
2	75% of students enrolled for Kinder classes available for 25-26 school year	There is inconsistent outreach to families in our communities to share the impact of an education here at IDEA Weslaco Pike Academy

Performance Objective 3

100% of schools will complete the Anti-Bullying and Safer, Smarter School curriculum by deadline indicated on the district calendar. (TEC 11.253(d)(8))

Evaluation Data Source: Campus tracker, district tracker

Strategy 1

Create plan to schedule, track, and monitor completion of curriculum by integrating in operating mechanism tactical lead team meeting

Strategy's Expected Result/Impact: 100% completion of Anti-Bullying and Safer, Smarter School curriculum by deadline, decrease bullying campus reports

Staff Responsible for Monitoring: School Counselor (Ms. Grisel Luna), Grade Team Leaders

Problem Statements: Demographics 1 - Perceptions 1

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

	November	March	July
Moderate Progress			

Performance Objective 3 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	2% of students withdrew during the 24-25 school year to local school districts	Limited opportunities for non-academic extracurricular activities

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	94.67 % ADA for the 24-25 school year	There was inconsistent ADA challenges for high stakes dates with sufficient communication.

Performance Objective 4

100% of students from 2nd thru 5th Grade meet their MVPA minutes goal of 1200. (TEC 11.253(d)(10)

Evaluation Data Source: Fitness Ambassador Goal Tracker and report

Strategy 1

Track and monitor MVPA data on a weekly basis to create weekly target list of students

Strategy's Expected Result/Impact: 100% of students meet their MVPA minutes goal

Staff Responsible for Monitoring: PE Coaches (Mr. Jesus Abrego and Mr. Ryan Garcia), Assistant Principal of Instruction (Ms. Jennifer Cantu), Principal (Ms. Alaine Ortiz)

Problem Statements: Demographics 1 - Perceptions 1

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July
Some Progress		

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	2% of students withdrew during the 24-25 school year to local school districts	Limited opportunities for non-academic extracurricular activities

Performance Objective 4 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	94.67 % ADA for the 24-25 school year	There was inconsistent ADA challenges for high stakes dates with sufficient communication.

Goal 2 Increase academic performance in K-2nd grade Reading

Performance Objective 1 ☑ High Priority

Increase DIBELS EOY growth goal proficiency from 56% to 65% for the 25-26 school year

Evaluation Data Source: DIBELS progress monitoring

Strategy 1

Strengthen core instruction through weekly DI fidelity walks to ensure every student receives daily, high quality instruction on foundational literacy through Direct Instruction

Strategy's Expected Result/Impact: Increase DI mastery performance, Increase DIBELS growth goal proficiency

Staff Responsible for Monitoring: Principal (Alaine Ortiz), Assistant Principals of Instruction (Ms. Jennifer Cantu, Ms. Adriana Alvarez), DI Reading teachers

Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 1, 2 - Perceptions 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

	November	March	July
Moderate Progress			

Strategy 2

Implement biweekly progress monitoring and data driven DIBELS intervention small groups

Strategy's Expected Result/Impact: Increase DIBELS growth goal EOY proficiency

Staff Responsible for Monitoring: Principal (Alaine Ortiz), Assistant Principals of Instruction (Ms. Jennifer Cantu, Ms. Adriana Alvarez), DI Reading teachers

Problem Statements: Student Learning 2 - School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November | March | July

Strategy 3

Hold progress report card night with families to share student TEKS standards performance, student work, and strategies to support student

Strategy's Expected Result/Impact: Increase in DIBELS performance

Staff Responsible for Monitoring: Instructional Leaders

Problem Statements: Student Learning 2

Funding Sources: Trifold presentation posters, ziploc bags, cardstock, manila folders, whiteboard and anchor chart holder Title I Parent Reservation (4120-PAR), $1,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November | March | July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Projected enrollment for 25-26 school year is over 40 students less than 24-25 school year	Inconsistent recruitment efforts at targeted locations

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	39% of Kinder students met DIBELS growth in DIBELS eoy assessment	Teachers are not providing sufficient DIBELS interventions aligned to all skill gaps shown in BOY

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	3.37 GET Rating average for teachers in Guidepost 4: Using Data focused on students learning mastery	Teachers are not consistently planning potential misconceptions and plan to address them to act with urgency during instructional time.
2	3.4 GET Rating average for teachers in Guidepost 3 focused on student release and student's doing the thinking during instructional lessons	Teachers are not providing sufficient opportunities for all students to engage through think pair shares due to time constraints.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	75% of students enrolled for Kinder classes available for 25-26 school year	There is inconsistent outreach to families in our communities to share the impact of an education here at IDEA Weslaco Pike Academy

Performance Objective 2 ☑ High Priority

IDEA Weslaco Pike Academy will earn 90% approaches and 30% masters in 2nd grade wit and wisdom end of year blind final exam

Evaluation Data Source: District assessments, Final Exam

Strategy 1

Provide differentiated coaching based on grade level student gaps aligned to GET Guidepost 1 and 3

Strategy's Expected Result/Impact: 90% Teacher proficiency in GET 1 and GET 3

Staff Responsible for Monitoring: Assistant Principals of Instructions (Jennifer Cantu), 2nd Grade Reading Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Implement vertical alignment reading comprehension strategies in 2nd and 3rd grade

Strategy's Expected Result/Impact: Increase student performance in district assessments and end of year final exam performance

Staff Responsible for Monitoring: Assistant Principals of Instructions (Jennifer Cantu) (Elizabeth Cain), 2nd Grade Reading Teachers

Problem Statements: School Processes & Programs 2

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	29% of CSI students met 2 years growth reading goal	Teachers are not providing targeted instruction aligned to renstar assessment

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	3.4 GET Rating average for teachers in Guidepost 3 focused on student release and student's doing the thinking during instructional lessons	Teachers are not providing sufficient opportunities for all students to engage through think pair shares due to time constraints.

Goal 3 Increase Meets performance in 3rd-5th grade Math STAAR

Performance Objective 1 ☑ High Priority

During the 25-26 school year, increase 3rd Math Meets student performance from 33% to 45% in end of year STAAR exam

Evaluation Data Source: Exit tickets, weekly assessments, district assessments, semester exams, mock exams, STAAR exam

Strategy 1

Implement TEKS mastery trackers by individual students to monitor student progress and respond through small group instruction

Strategy's Expected Result/Impact: Increase Meets performance in 3rd Math

Staff Responsible for Monitoring: Principal (Alaine Ortiz), 3rd Grade Teachers, 3rd Grade coach (Ms. Nidia Alvarez), Assistant Principal of Instruction (Jennifer Cantu)

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

	November	March	July
Some Progress			

Strategy 2

Provide small group instruction to identified game changes at least 2 times a week during academic block

Strategy's Expected Result/Impact: Increase Meets Performance in 3rd Math

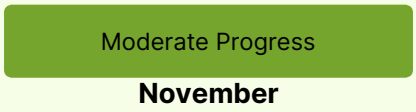
Staff Responsible for Monitoring: Principal (Alaine Ortiz), 3rd Grade Teachers, 3rd Grade coach (Ms. Nidia Alvarez), Assistant Principal of Instruction (Jennifer Cantu)

Problem Statements: Student Learning 3

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	3rd-5th grade Math consistently did not meet SAS target in district semester and mock exams	Teachers are not breaking down objective into conceptual understanding and monitoring mastery during lesson.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	3.37 GET Rating average for teachers in Guidepost 4: Using Data focused on students learning mastery	Teachers are not consistently planning potential misconceptions and plan to address them to act with urgency during instructional time.
2	3.4 GET Rating average for teachers in Guidepost 3 focused on student release and student's doing the thinking during instructional lessons	Teachers are not providing sufficient opportunities for all students to engage through think pair shares due to time constraints.

Performance Objective 2 ☑ High Priority

During the 25-26 school year, 5th grade math will increase masters performance from 12% to 20% in end of year STAAR exam

Evaluation Data Source: Exit tickets, weekly assessments, district assessments, semester exams, mock exams, STAAR exam

Strategy 1

Coach and develop teachers to increase proficiency in GET 1- Differentiation and GET 3- Student Release through weekly observations, coaching, and feedback

Strategy's Expected Result/Impact: Increase student Masters performance in STAAR exam

Staff Responsible for Monitoring: Principal (Alaine Ortiz), Assistant Principal of Instruction (Ms. Jennifer Cantu), and 5th grade teacher (Ms. Patsy De Leon)

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 2

Consistent tracking of Masters game changer student list through daily exit tickets and weekly assessments

Strategy's Expected Result/Impact: Increase Masters performance in STAAR exam

Staff Responsible for Monitoring: Principal (Alaine Ortiz), Assistant Principal of Instruction (Ms. Jennifer Cantu), and 5th grade teacher (Ms. Patsy De Leon)

Problem Statements: Student Learning 3 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	3rd-5th grade Math consistently did not meet SAS target in district semester and mock exams	Teachers are not breaking down objective into conceptual understanding and monitoring mastery during lesson.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	3.37 GET Rating average for teachers in Guidepost 4: Using Data focused on students learning mastery	Teachers are not consistently planning potential misconceptions and plan to address them to act with urgency during instructional time.
2	3.4 GET Rating average for teachers in Guidepost 3 focused on student release and student's doing the thinking during instructional lessons	Teachers are not providing sufficient opportunities for all students to engage through think pair shares due to time constraints.

Goal 4 Decrease % of students performing below grade level in 3rd-5th grade Reading

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

50% of 3rd-5th grade CSI students will be on or above grade level at end of year Renstar exam

Evaluation Data Source: Renstar assessments, Decoding mastery

Strategy 1

Unpack renstar assessment student performance in BOY and MOY and implement target student skill practice interventions

Strategy's Expected Result/Impact: Increase % of students meeting end of year Renstar assessment benchmarks during the year, Increase % of students meeting end of year goal in Renstar

Staff Responsible for Monitoring: Principal (Alaine Ortiz), Assistant Principal of Instruction (Adriana Alvarez), CSI Teachers

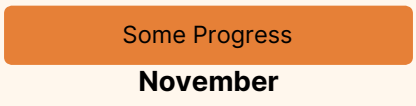
Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Integrate test taking strategies interventions on a biweekly basis

Strategy's Expected Result/Impact: Increase % of students meeting end of year Renstar assessment benchmarks during the year, Increase % of students meeting end of year goal in Renstar

Staff Responsible for Monitoring: Principal (Alaine Ortiz), Assistant Principal of Instruction (Adriana Alvarez), CSI Teachers

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November | March | July

Strategy 3

Parent progress towards goals meeting will be held to show parents students standard performance and strategies to support our students

Strategy's Expected Result/Impact: Increase student performance for at risk students in CSI

Staff Responsible for Monitoring: Instructional leaders

Problem Statements: Student Learning 1, 3

Funding Sources: Whiteboard, anchor chart paper, manila folders, cardstock, copy paper, construction paper Title I Parent Reservation (4120-PAR), $1,651.8

Title I: 2.5.1, 2.5.3

Formative Reviews

Some Progress

November | March | July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	29% of CSI students met 2 years growth reading goal	Teachers are not providing targeted instruction aligned to renstar assessment
3	3rd-5th grade Math consistently did not meet SAS target in district semester and mock exams	Teachers are not breaking down objective into conceptual understanding and monitoring mastery during lesson.

Performance Objective 2 ☑ High Priority

IDEA Weslaco Pike Academy will increase SPED performance in 3rd-5th ELA from 66% approaches to 70% in end of year STAAR exam

Evaluation Data Source: Exit tickets, weekly assessments, district assessments, semester exams, mock exams, STAAR exam

Strategy 1

Consistent tracking of SPED game changer student list through aggressive monitoring and daily exit ticket

Strategy's Expected Result/Impact: Increase SPED student academic performance meeting approaches performance band

Staff Responsible for Monitoring: Assistant Principal of Instruction (Ms. Elizabeth Cain), 3rd-5th grade ELA Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress		
November	March	July

Strategy 2

Implement TEKS mastery trackers by individual students to monitor student progress and respond through small group instruction

Strategy's Expected Result/Impact: Increase approaches performance for SPED students

Staff Responsible for Monitoring: Assistant Principal of Instruction (Ms. Elizabeth Cain), 3rd-5th grade ELA Teachers, SPED Teachers (Ms. Thalia Martinez)

Problem Statements: Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress		
November	March	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	29% of CSI students met 2 years growth reading goal	Teachers are not providing targeted instruction aligned to renstar assessment

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	3.37 GET Rating average for teachers in Guidepost 4: Using Data focused on students learning mastery	Teachers are not consistently planning potential misconceptions and plan to address them to act with urgency during instructional time.

Performance Objective 3 ☑ High Priority

50% of Hb1416 students will earn Approaches in end of year ELA STAAR Exam

Evaluation Data Source: Exit tickets, weekly assessments, district assessments, semester exams, mock exams, STAAR exam

Strategy 1

Provide small group instruction to our Hb1416 aligned to non mastered TEKS in district and weekly assessments

Strategy's Expected Result/Impact: Increase performance of Hb1416 students

Staff Responsible for Monitoring: Assistant Principals of Instruction, Teachers, Principal

Problem Statements: Student Learning 1

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

Formative Reviews

Moderate Progress		
November	March	July

Strategy 2

Track and monitor Hb1416 monthly service benchmarks

Strategy's Expected Result/Impact: Increase Hb1416 approaches data

Staff Responsible for Monitoring: API, teachers, principal

Problem Statements: Student Learning 1

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

Formative Reviews

Moderate Progress

November	March	July

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	29% of CSI students met 2 years growth reading goal	Teachers are not providing targeted instruction aligned to renstar assessment

Goal 5 Increase support of EL learners

Performance Objective 1 ☑ High Priority

90% of teachers will be proficient in Guidepost 1 through implementation of strategic planning to support EL learners in lesson plans

Evaluation Data Source: Lesson plan GET ratings on Schoolstatus, EL student performance in exit tickets, weekly assessments, district assessments

Strategy 1

Coach and develop teachers in increasing quality of first instruction through weekly lesson planning aligned to differentiation for EL learners

Strategy's Expected Result/Impact: Increase EL performance in exit tickets, weekly assessments, distric assessments, staar exam

Staff Responsible for Monitoring: Principal (Alaine Ortiz), Assistant Principals of Instruction (Jennifer Cantu, Elizabeth Cain, Adriana Alvarez), K5th grade teachers

Problem Statements: Demographics 2 - Student Learning 1

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Strategy 2

Lead team In field observations focused on EB support using normed data gathering tool to identify campus trends and create plans

Strategy's Expected Result/Impact: Increase EB performance in exit tickets, weekly assessments, district assessments, staar exam

Staff Responsible for Monitoring: Principal (Alaine Ortiz), Assistant Principals of Instruction (Jennifer Cantu, Elizabeth Cain, Adriana Alvarez), K5th grade teachers

Problem Statements: Demographics 2 - School Processes & Programs 1, 2

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July
Some Progress		

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Limited parent education trainings for EB/ ESL instructional strategies	Campus did not plan out multiple EB trainings for parents for the school year

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	29% of CSI students met 2 years growth reading goal	Teachers are not providing targeted instruction aligned to renstar assessment

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	3.37 GET Rating average for teachers in Guidepost 4: Using Data focused on students learning mastery	Teachers are not consistently planning potential misconceptions and plan to address them to act with urgency during instructional time.
2	3.4 GET Rating average for teachers in Guidepost 3 focused on student release and student's doing the thinking during instructional lessons	Teachers are not providing sufficient opportunities for all students to engage through think pair shares due to time constraints.

Performance Objective 2 ☑ High Priority

80% of EB parents will attend at least one parent EB informational event

Evaluation Data Source: Parent sign in sheets, attendance, EB attendance tracker

Strategy 1

Conduct individual phone calls to 100% of EB parents for each EB parent information event or meeting

Strategy's Expected Result/Impact: Increase parent attendance in EB parent meetings, 100% of EB parents attend at least one event.

Staff Responsible for Monitoring: Principal (Alaine Ortiz), Assistant Principal of Instruction (Jennifer Cantu), Grade Team Leaders, Homeroom teachers

Problem Statements: Demographics 2

Funding Sources: Cardstock, whiteboard, pens, copy paper, sheet protectors Title I Parent Reservation (4120-PAR), $1,000

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

Motivate and provide PBIS incentives for EB students attending parent informational events

Strategy's Expected Result/Impact: Increase parent attendance in EB parent meetings

Staff Responsible for Monitoring: Principal (Alaine Ortiz), Assistant Principal of Instruction (Jennifer Cantu), Grade Team Leaders, Homeroom teachers

Problem Statements: Demographics 2

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Limited parent education trainings for EB/ ESL instructional strategies	Campus did not plan out multiple EB trainings for parents for the school year

Title I Summary

Title I Personnel

Name	Position	Program	FTE
AMANDA A RESENDEZ	TEACHER - INTERVENTIONIST	School-wide Program	1
ARACELI TINOCO	SR. COTEACHER	School-wide Program	1
JOSHUA CARL MENDEZ	COTEACHER	School-wide Program	1
NIDIA ALVAREZ	TEACHER - INTERVENTIONIST	School-wide Program	1
SELENA RENEE GONZALEZ	COTEACHER	School-wide Program	1
VALERIE ALVAREZ	SR. COTEACHER	School-wide Program	1

Funding Summary

Funding Summary

SCE Accelerated Instruction (PIC 24)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$53,379.93
				+/- Difference	**$53,379.93**

IDEA-B (4130)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$6,944.65
				+/- Difference	**$6,944.65**

State SPED (PIC 23)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,725.86
				+/- Difference	**$10,725.86**

State BESL (PIC 25)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$9,694.97
				+/- Difference	**$9,694.97**

Title I Parent Reservation (4120-PAR)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Trifold presentation posters, ziploc bags, cardstock, manila folders, whiteboard and anchor chart holder	--	$1,000.00
4	1	3	Whiteboard, anchor chart paper, manila folders, cardstock, copy paper, construction paper	--	$1,651.80
5	2	1	Cardstock, whiteboard, pens, copy paper, sheet protectors	--	$1,000.00
				Sub-Total	$3,651.80
				Budgeted Fund Source Amount	$3,651.80
				+/- Difference	$0.00

IDEA Public Schools

Weslaco Pike College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 10:44 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Goals 16

Goal 1 : Improve Average Daily Attendance in 9th to 94.66% by end of school year. 17

Goal 2 : Improve student achievement score in middle school math from 38 to 42 in the ... 19

Goal 3 : 40% of HB1416 students will achieve approaches level on STAAR test for the 25... 22

Goal 4 : Improve 8th grade student persistence from 65% to 70% for the 25-26 school y... 25

Goal 5 : Improve AP scholar percentage to 30% for the 25-26 school year. 27

Title I Summary 30

Title I Personnel 31

Comprehensive Needs Assessment

Demographics

Summary

IDEA Weslaco Pike College Prep is a Title one school that is a A rated campus with an over enrollment number of 762 students. The over enrollment are families wanting to bring students to our campus due to school safety, A rating, joy our teachers bring and being a UIL 3A sports campus and have earned acclimations and honors with our student athletes. We offer quality classroom instruction with the mission of College for All.

Pike College Prep demographics include 83.18% of student population being economically disadvantaged, 97.6% Hispanic, 12% disabilities and 37.52% Emergent Bilingual.

Strengths

A rated campus, 95.41% student persistence, 93% staff retention, school safety

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1 ★	Students that are part of our special population are not meeting their growth goals.	MTSS is not being held to fidelity across lead team and teachers.
2 ★	Teachers are not proficient in Guidepost 4- using data.	Leaders have not prioritized coaching Guidepost 4 in Quarter 1 and 2.

★ = Priority

Student Learning

Summary

	23-24	24-25	DISTRICT	(-/+)
6th RLA	75/58/24	76/54/26 (52)	74/52/25 (50)	+2
6TH MATH	69/40/11	79/39/9 (42)	71/34/12 (39)	+3
7TH RLA	78/59/29	72/53/30 (52)	74/52/26 (51)	+1
7TH MATH	68/48/21	62/42/18 (41)	63/41/16 (40)	+1
8TH READING	85/64/35	81/61/30 (57)	83/61/32 (59)	-2
8TH MATH	81/39/19	60/21/10 (30)	55/43/16 (38)	-8
8TH SCIENCE	68/35/12	81/63/28 (57)	76/53/20 (50)	+7
8TH US HIST	71/43/23	66/39/20 (42)	59/28/14 (34)	+8

	23-24	24-25	DISTRICT	(-/+)
9TH ENG I	81/74/25 (60)	68/55/13 (45)	68/51/13 (44)	+1
9TH BIO	97/75/27 (66)	92/74/17 (61)	90/75/16 (60)	+1
10TH ENG I	93/85/9 (62)	83/78/14 (58)	72/58/7 (46)	+12
11TH US HIST	99/68/28 (65)	95/77/18 (63)	94/62/32	0

Strengths

Some areas of strength are content collaboration, unpacking data, closing gaps based on data. Students can support their understanding to the text using text evidence in various contents. Implementation of AP Supplemental Aligned Materials. Academic Monitoring across grade levels based on student data and focused on target students.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Special education students had limited progress in their growth goals.	Insufficient progress monitoring.
2 ★	AP scholar goal is not being reached in 11th grade year.	Student tracking for gamechangers is not happening.

★ = Priority

School Processes & Programs

Summary

At Weslaco Pike, leaders and teachers both receive professional development as a whole group and individualized. We have established collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning by analyzing school schedules and converting them into PLC schedules. These are either grade team meetings or content team meetings and all staff too. We provide evidence-based feedback to teachers to improve instruction by observing and preparing feedback (See it, Name it, Do It). We have set systems and procedures in place to identify time to collaborate throughout the day (All staff PD, Content team meetings (PLCs), Coaching Clinics),review funding and align our budget to your campus instructional needs. Observe teachers, lead data meetings or leading walkthroughs to collect the data on whether the PD is being implemented or working, Operating mechanism for reviewing lesson plans to provide feedback on first instruction incorporating action step, operating mechanism for accountability within the campus leaders. We also ensure to provide teacher & leaders with resources.

Strengths

Instructional Coaching cycle for both leaders and teachers.

Campus Crisis Safety Team

Process for threats and student safety

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	AEES data has yielded low data around management.	Lack of fidelity to coaching cycle.
2 ★	Staff do not feel valued and celebrated.	Lack of system for celebrating teacher growth.
3 ★	Athletic department has experienced an increase of grievances.	Inconsistent training programs.

★ = Priority

Perceptions

Summary

This past year we held family engagement events that were at 40% participation overall.

Events:

Meet The Teacher

Family Picnic

Campus Improvement Plan

Arts and Crafts

Curriculum Spotlights

Poetry Night

Senior Parent Meetings

Report Card Nights (3 Quarters)

Coffee with the Principal

Fall Festival

Strengths

For the year of 24-25 there were more events held and not cancelled. Teachers were spotlighted and some information was shared about the school regarding our programs such as college field lessons, curriculum, and art program. We also held family informative sessions online due to attendance be higher on a virtual setting.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Low family attendance.	Events are not student centered.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Special education students had limited progress in their growth goals.	Insufficient progress monitoring.
2 ★	AP scholar goal is not being reached in 11th grade year.	Student tracking for gamechangers is not happening.
3 ★	Low family attendance.	Events are not student centered.
4 ★	Athletic department has experienced an increase of grievances.	Inconsistent training programs.
5 ★	Staff do not feel valued and celebrated.	Lack of system for celebrating teacher growth.
6 ★	AEES data has yielded low data around management.	Lack of fidelity to coaching cycle.

7 ★	Teachers are not proficient in Guidepost 4- using data.	Leaders have not prioritized coaching Guidepost 4 in Quarter 1 and 2.
8 ★	Students that are part of our special population are not meeting their growth goals.	MTSS is not being held to fidelity across lead team and teachers.

★ = Priority

Goals

Goal 1 Improve Average Daily Attendance in 9th to 94.66% by end of school year.

Performance Objective 1

Decrease chronic absenteeism by 2%.

Evaluation Data Source: Tracking in tactical, grade team meetings, and ADA huddles.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Send out loss of credit information to high school families on a monthly basis.

Strategy's Expected Result/Impact: Ensure that families are aware of the impact of chronic absenteeism in high school.

Staff Responsible for Monitoring: Principal, APO

Formative Reviews

November	March	July
Some Progress	Moderate Progress	

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

Incorporate focus groups in ADA huddle.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

All lead team will have focus groups assigned throughout the school year.

Strategy's Expected Result/Impact: Students of concern have a point person who is responsible to ensure that absences are decreased.

Staff Responsible for Monitoring: Principal, APO

Formative Reviews

Moderate Progress	Some Progress	

November March July

Performance Objective 3

Incorporate ADA high risk day plan.

Strategy 1

Implement high risk ADA plans.

Strategy's Expected Result/Impact: Decrease absences during high risk ADA days.

Staff Responsible for Monitoring: APO and Principal

Formative Reviews

Moderate Progress

November March July

Goal 2 Improve student achievement score in middle school math from 38 to 42 in the 25-26 school year.

Performance Objective 1

Achieve MEETS performance band of 50% for SPED

Evaluation Data Source: LP Trackers, Coaching Cycle Tracker

Strategy 1

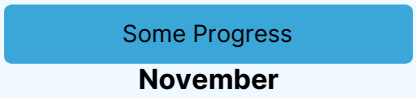
Provide lesson plan feedback on a weekly basis to STAAR Reading and Math regardless of tier.

Strategy's Expected Result/Impact: Teachers grow in their lesson planning and impact all performance bands.

Staff Responsible for Monitoring: API system point person, APIs, principal

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



Performance Objective 2

Teacher meets proficiency and higher in GET 3 and 4.

Evaluation Data Source: ILT tracker, Instructional rounds tracker

Strategy 1

Use ILT mechanism and add agenda item to plan instructional rounds for math and reading priority data.

Strategy's Expected Result/Impact: Instructional rounds are purposeful.

Staff Responsible for Monitoring: Principal, APIs

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November | March | July

Performance Objective 3

80% of students attain approaches level

Evaluation Data Source: API check in doc, coaching cycle tracker.

Strategy 1

Calendar formal assessments to ensure that leaders are prepared for SWAMS.

Strategy's Expected Result/Impact: SWAMS are held within 48 hours of grading.

Staff Responsible for Monitoring: Principal, APIs

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

Some Progress

November | March | July

Strategy 2

Train all Reading and Math teachers in SWAM protocol.

Strategy's Expected Result/Impact: Ensure that SWAMS CFS is followed.

Staff Responsible for Monitoring: Principal

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

No Progress

November | March | July

Performance Objective 4 ☑ High Priority

20% of students will attain a masters level

Evaluation Data Source: Campus tracker, Teacher Coaching Tracker

Strategy 1

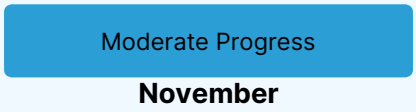
Identify gamechangers for meets and masters by Quarter 1

Strategy's Expected Result/Impact: Ensure that gamechangers are being monitored

Staff Responsible for Monitoring: APIs, principal

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



Strategy 2

Lesson plan feedback includes higher order questions for meets and masters group.

Strategy's Expected Result/Impact: Build the rigor to increase meets and masters performance bands.

Staff Responsible for Monitoring: APIs, principal

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews



Goal 3 40% of HB1416 students will achieve approaches level on STAAR test for the 25-26 school year.

Performance Objective 1 ☑ High Priority

50% of HB1416 students achieve their growth goal

Evaluation Data Source: MTSS tracker

Strategy 1

Implement Maverick MTSS Leadership Quarterly Meetings

Strategy's Expected Result/Impact: Identify PTG for MTSS and identify glows/grows.

Staff Responsible for Monitoring: Principal, SPED Manager

Problem Statements: Demographics 1

TEA Priorities: Improve low-performing schools

Formative Reviews

Discontinue

November	March	July

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students that are part of our special population are not meeting their growth goals.	MTSS is not being held to fidelity across lead team and teachers.

Performance Objective 2

100% of GenEd/SPED teachers are rated proficient or higher on GET 5ii/iv

Evaluation Data Source: MTSS Quarterly Step backs

Strategy 1

Implement monthly PD on MTSS Tier support.

Strategy's Expected Result/Impact: Teachers are developed in MTSS in all Tiers

Staff Responsible for Monitoring: Principal and SPED Manager

Problem Statements: Demographics 1 - Student Learning 1

TEA Priorities: Improve low-performing schools

Formative Reviews

No Progress

November	March	July

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Students that are part of our special population are not meeting their growth goals.	MTSS is not being held to fidelity across lead team and teachers.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Special education students had limited progress in their growth goals.	Insufficient progress monitoring.

Performance Objective 3 ☑ High Priority

100% of HB1416 complete their accelerated learning hours.

Evaluation Data Source: Tactical, MTSS tracker

Strategy 1

Hold Transformative ADA Leader Huddles

Strategy's Expected Result/Impact: Track students of concern through Transformative ADA huddles

Staff Responsible for Monitoring: Principal, APO, APIs, GTLS, and Registrar

TEA Priorities: Improve low-performing schools

Formative Reviews



Strategy 2

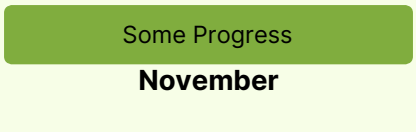
Hold LT MTSS Meetings during tactical

Strategy's Expected Result/Impact: Identify students of concern and identify solutions

Staff Responsible for Monitoring: LT

TEA Priorities: Improve low-performing schools

Formative Reviews



Goal 4 Improve 8th grade student persistence from 65% to 70% for the 25-26 school year.

Performance Objective 1 ☑ High Priority

Increase informational sessions for 8th grade families.

Evaluation Data Source: Tactical, AP Quarterly Meetings, Quarter persistence stepbacks.

Strategy 1

Invite 8th grade families to Quarterly AP Nights

Strategy's Expected Result/Impact: Invest 8th grade families in AP program

Staff Responsible for Monitoring: AP Coordinator

Formative Reviews

No Progress

November	March	July

Strategy 2

8th Grade families attend 1 CTE informational session for the 25-26 school year.

Strategy's Expected Result/Impact: Families are aware of CTE certificate and alternative learning

Staff Responsible for Monitoring: Principal, DCC

Formative Reviews

No Progress

November	March	July

Performance Objective 2

Roll Out Maverick Ambassador Program

Evaluation Data Source: Mission List

Strategy 1

Partner NTI 9th graders with Maverick Ambassador and hold monthly meeting.

Strategy's Expected Result/Impact: Build student/student relationships

Staff Responsible for Monitoring: Maverick Ambassador PP

Formative Reviews

No Progress

November **March** **July**

Performance Objective 3

Invest high performing 9th graders in Tier I Pipeline

Evaluation Data Source: Tier I Pipeline Tracker

Strategy 1

Implement Tier I Scholars Program in 9th Grade

Strategy's Expected Result/Impact: Invest high performing students in Tier I schools through 9th grade Tier I Scholars Trip

Staff Responsible for Monitoring: DCC, SC, Principal

Formative Reviews

Some Progress

November **March** **July**

Goal 5 Improve AP scholar percentage to 30% for the 25-26 school year.

Performance Objective 1 ☑ High Priority

100% of gamechangers are on track

Evaluation Data Source: ILT weekly, coaching tracker

Strategy 1

Hold AP Instructional Rounds on a monthly basis.

Strategy's Expected Result/Impact: Build the capacity of AP rigor

Staff Responsible for Monitoring: APIs, AP Coordinator

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

Formative Reviews

No Progress

November	March	July

Strategy 2

Hold monthly AP PLCs during 1/2 day PD

Strategy's Expected Result/Impact: AP teachers share best practices and AP teachers gain new insight and knowledge from peers.

Staff Responsible for Monitoring: APIs, AP Coordinator, Teacher Leaders

TEA Priorities: Connect high school to career and college

Formative Reviews

Moderate Progress

November	March	July

Strategy 3

Implement SWAMS after every UE.

Strategy's Expected Result/Impact: Identify low performing key standards and create reteach of skill.

Staff Responsible for Monitoring: APIs, AP Coordinator

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

November **March** **July**

Performance Objective 2

We are on track to achieve 100% of our Class milestones.

Evaluation Data Source: AP Scholar Tracker

Strategy 1

Hold AP PTG to review AP scholar data.

Strategy's Expected Result/Impact: Identify progress and trends of AP scholar data.

Staff Responsible for Monitoring: AP Coordinator, APIs, Teacher Leader

Problem Statements: Student Learning 2

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

November **March** **July**

Strategy 2

AP Scholar Recognition in September and AP Shout Out 1x per month.

Strategy's Expected Result/Impact: Celebrate and highlight AP wins

Staff Responsible for Monitoring: AP Coordinator

Formative Reviews

Moderate Progress

November **March** **July**

Strategy 3

Hold Maverick Quarterly AP Nights

Strategy's Expected Result/Impact: Celebrate AP wins and highlight AP program

Staff Responsible for Monitoring: AP Coordinator

Formative Reviews

No Progress

November	March	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	AP scholar goal is not being reached in 11th grade year.	Student tracking for gamechangers is not happening.

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ANNET MENDOZA	TEACHER - INTERVENTIONIST	School-wide Program	1
BROOKE BLOOMQUIST	TEACHER - INTERVENTIONIST	School-wide Program	1
ERIKA Aimee GONZALEZ	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools

Yukon Academy

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:01 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

School Processes & Programs 7

Perceptions 9

Goals 11

Goal 1 : IDEA Yukon will improve % Meets for Math 12

Goal 2 : IDEA Yukon will improve % Meets for ELAR 14

Goal 3 : Have a safe and healthy campus culture 15

Goal 4 : IDEA Yukon will improve growth for students in 3rd through 5th grade Math. 17

Goal 5 : IDEA Yukon will improve growth for students in 3rd through 5th grade ELA. 18

Title I Summary 19

Title I Personnel 20

Comprehensive Needs Assessment

Demographics

Summary

During the 24-25 school year, IDEA Yukon College Prep served K-5th grade and had 719 students enrolled at the end of the 24-25 school year.

Scholar attendance improved from 95.14% to 95.4% during this school year. Chronic absenteeism reduced to 7.00%. 40.42% of students are ECD. 12.54% of students are EB. 1.69% of students are serviced under 504. 16% of students are serviced under Special Education. 45.7% of students are considered at risk.

68% of teachers across IDEA Yukon CP will be returning for the 25-26 school year.

Student demographics of IDEA Yukon include 9.44% African American, 1.69% Asian, 70.28 Hispanic, and 17.89 White students.

Strengths

Scholar attendance improved from 95.14% to 95.4% during this school year. Chronic absenteeism reduced to 7.00%.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	68% of staff are returning for the 25-26 school year.	Inconsistent staffing and leadership has caused concerns about employment safety and culture.
2	Attendance is below the 97% goal and below the growth goal of 95.5%.	ADA Matrix and consequence ladder adherence is inconsistent across leaders.

★ = Priority

School Processes & Programs

Summary

Leaders train teachers through a coaching cycle that ensure teachers are developing individualized skills to drive their teaching. All teachers participate in a daily Deliberate Practice protocol, which allows teachers to learn skills together while also ensure that school systems and procedures are universal.

Lead team meets multiple times a week with a different lens, including instructional rounds, tactical, huddle, and schedule meetings. This ensures that all areas of the school are functioning effectively and roles are clear.

Teachboost has been used to track and monitor teacher growth, development, and feedback.

All teachers have access to projectors, document cameras, and computers. Teachers utilize Newsela, IXL, Sirius, and Imagine Learning to supplement the district curriculum. Classroom sets of chromebooks allow students to access technology and online resources in every classroom.

Strengths

IDEA provides students access to accelerated instruction for 100% of STAAR tested scholars. All K-2 students are provided individual instruction in reading through Direct Instruction curriculum. Students in 3rd through 5th that are identified as 2 years below grade level in reading are supported through intervention utilizing direct instruction materials at their individual level.

IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures across all contents including electives courses. This curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Teacher ratings and feedback on Teachboost were inconsistent across managers, resulting in a variance in amount of feedback and coaching given to teachers.	Novice leaders struggled to prioritize coaching through their use of the calendar.

★ = Priority

Perceptions

Summary

Staff retention for the 24-25 school year is 68.42%.

The goal of 60% engagement from families and community members during our monthly family engagement events was surpassed, reaching 89% across all events throughout the school year.

Currently, student persistence for the 24-25 school year is 94.17%. This is above the benchmark for this time of year and is a 6.54% increase from the 23-24 school year.

Overall, families show a more positive perception of IDEA Yukon, evidenced by the increase in persistence increase this school year. Families receive a minimum of 2 Remind messages throughout the week.

Strengths

Student persistence has increased year over year by 6.54%, showing that families have a more positive outlook of campus and are more engaged in our mission. Family engagement is above benchmark and surveys show positive view of our campus family events.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Staff retention is below 70% for the 24-25 school year.	Staff culture and inconsistency of leadership has resulted in a lack security at campus.

★ = Priority

Goals

Goal 1 IDEA Yukon will improve % Meets for Math

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

IA: Third-grade through fifth-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase by 10% from the previous year. From Cohort to Cohort,

3rd grade 60%
4th grade from 50% to 60%
5th grade from 45% to 55%

Evaluation Data Source: Semester Exams, Mock STAAR, STAAR

Strategy 1

Use revised GET rubric to provide systematic feedback to develop strong lesson planning

Strategy's Expected Result/Impact: increase STAAR math scores

Staff Responsible for Monitoring: API

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Strategy 2

Through coaching and modeling, teachers will plan lessons, internalization, and data dig during deliberate practice.

Strategy's Expected Result/Impact: increase student performance

Staff Responsible for Monitoring: teachers, APIs, Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November March July

Performance Objective 2

100% of identified scholars meet required minutes per House Bill 1416

Evaluation Data Source: HB 1416 Tracking, Powerschool

Strategy 1

Tutorials are implemented in Semester 1. Intervention will be provided during intervention time daily.

Strategy's Expected Result/Impact: increase STAAR scores

Staff Responsible for Monitoring: Testing Coordinator, teachers, APIs, Principals

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November March July

Performance Objective 3 ☑ High Priority

80% of SPED Students will meet their growth STAAR goal by May 2026.

Evaluation Data Source: Unit Exams, Semester Exams, Exit tickets, STAAR, Mock

Strategy 1

Daily intervention and IEP support from resource teachers.

Strategy's Expected Result/Impact: Student perfomance and growth will increase.

Staff Responsible for Monitoring: Resource teacher, APIs, Principal.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November March July

Goal 2 IDEA Yukon will improve % Meets for ELAR

Performance Objective 1

Third-grade through fifth-grade students performing at or above grade level in ELAR as measured by the Meets Grade Level Standard on STAAR will increase to 60% in Spring 2025.

Strategy 1

Use revised GET rubric to provide systematic feedback to develop strong lesson planning

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Strategy 2

Through coaching and modeling, teachers will plan lessons, internalization, and data dig during deliberate practice.

Strategy's Expected Result/Impact: Increase ELAR STAAR results.

Staff Responsible for Monitoring: Principal, APIs, APO, teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Goal 3 Have a safe and healthy campus culture

Performance Objective 1

K-2 performance objectives. 90% of kindergarten - 2nd grade students will participate in structured physical education activities at least 3 times per week that support foundational motor skills and expose them to aerobic strength and flexibility exercises aligned to fitness gram domains.

Evaluation Data Source: FitnessGram,

Strategy 1

Students will participate in Physical Education at least 3 days per week working on activates that promote motor skills.

Strategy's Expected Result/Impact: Increase student participation and physical education activities.

Staff Responsible for Monitoring: PE teachers, API, APO

Formative Reviews

November	March	July

Performance Objective 2

All students will participate in Move This World SEL lessons at least 4 times per week.

Evaluation Data Source: April will check on progress.

Strategy 1

3-5th grade students will participate in 3+ areas meeting the HFZ standards by participating in PE at least 3 times per week.

Strategy's Expected Result/Impact: Increase student participation and physical education activities. Students will be healthy

Staff Responsible for Monitoring: APO, APIs, PE teacher

Formative Reviews

November	March	July

Performance Objective 3

Complete 100% of campus safety drills.

Evaluation Data Source: Safety Checklist, Safety Audit.

Strategy 1

We will have Fire, Lockdown, Hold, Secure, Lockout drills according to the year long plan.

Strategy's Expected Result/Impact: Staff and students are proficient in executing every drill.

Staff Responsible for Monitoring: APO

Formative Reviews

November	March	July

Goal 4 IDEA Yukon will improve growth for students in 3rd through 5th grade Math.

Performance Objective 1

80% of students will meet their individual growth goal, as identified and measured on STAAR by May 2025.

Evaluation Data Source: SWAM, student data folders, exit ticket tracking

Strategy 1

Priority students will be identified through unit exams and reviewed during exit ticket huddles daily.

Strategy's Expected Result/Impact: Priority scholars outcomes will improve.

Staff Responsible for Monitoring: teachers, API, principal

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	March	July

Strategy 2

SWAM meetings will be held within one week of all unit exams.

Strategy's Expected Result/Impact: Data analysis will improve reteach and outcomes.

Staff Responsible for Monitoring: API, teachers, Principal

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November	March	July

Goal 5 IDEA Yukon will improve growth for students in 3rd through 5th grade ELA.

Performance Objective 1 ☑ High Priority

80% of students will meet their individual growth goal, as identified and measured on ELA STAAR by May 2025.

Evaluation Data Source: Unit Exams, Mock Exams, STAAR

Title I Summary

Title I Personnel

Name	Position	Program	FTE
ANGEL LEA KLEIN	COTEACHER	School-wide Program	1
DANIELLE MONIC BELTRAN	COTEACHER	School-wide Program	1
JACQUELYN SANDOVAL	COTEACHER	School-wide Program	1
JULIET ADRIANNA ARELLANO	TEACHER - INTERVENTIONIST	School-wide Program	1
LISBET SANCHEZ	COTEACHER	School-wide Program	1
RODOLFO GALLARDO	COTEACHER	School-wide Program	1
SHAYLA ANN HICKS	TEACHER - INTERVENTIONIST	School-wide Program	1

IDEA Public Schools



Yukon College Prep

2025-2026 Campus Improvement Plan

Generated by Plan4Learning.com
March 12, 2026 at 09:01 AM

Mission Statement

IDEA transforms education by preparing graduates to succeed in college and life.

Vision

To serve as the nation’s leader in preparing students for success in college and beyond.

Value Statement

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 **Opportunity**
- We build **Team & Family**
- We act with **Integrity**
- We bring **Joy**
- We **Sweat the Small Stuff**

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Priority Problem Statements 13

Data Documentation for CNA 15

Improvement Planning Data 16

Accountability Data 16

Student Data: Assessments 16

Student Data: Student Groups 16

Student Data: Behavior and Other Indicators 16

Employee Data 17

Parent/Community Data 17

Support Systems and Other Data 17

Goals 18

Goal 1 : IDEA Yukon will improve % Meets on Math STAAR. 19

Goal 2 : IDEA Yukon will improve overall achievement scores on all STAAR exams. 21

Goal 3 : IDEA Yukon will be a safe and healthy campus. 23

Goal 4 : IDEA Yukon will increase scholar persistence. 24

Goal 5 : IDEA Yukon will increase scholar attendance. 25

Title I Summary 26

Title I Personnel 27

Comprehensive Needs Assessment

Demographics

Summary

During the 24-25 school year, IDEA Yukon College Prep served 6th-9th grade. For 25-26 SY, we will be launching 10th Grade.

Scholar attendance improved from 95.14% to 95.4% during this school year. Chronic absenteeism reduced to 7.00%. Enrollment will increase to 613. 42% of students are ECD. 17% of students are EB. 6% of students are serviced under 504. 17% of students are serviced under Special Education. 60% of students are considered at risk.

79% of teachers across IDEA Yukon CP will be returning for the 25-26 school year.

Strengths

Yukon CP has seen an increase in attendance during the 24-25 school year, including a reduction by 2% points for chronic absenteeism. The team intends to leverage into the 25-26 school year.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Only 80% of teachers are remaining year to year.	Student culture leads to teachers frustrated with behavior and discipline.
2	Student attendance remains below 97% and did not reach the growth goal of 95.5% during the 24-25 school year.	Attendance matrix, including consequences, is not consistently upheld across campus leaders.

★ = Priority

Student Learning

Summary

Overall outcomes for 24-25 school year showed 85% of students reaching approaches, 56% meeting grade level standards, and 21% of students earned masters level.

ELA outperformed math across 6th-9th grade. Scholar outcomes included 85% approaches, 62% meets, and 25% masters.

Math outcomes included 83% approaches, 44% meets, and 22% masters.

97% of students are on track to graduate.

97.3% of students in 9th grade completed an Advanced Placement test during the 24-25 school year.

Strengths

100% of scholar take at least 1 Advanced Placement course, with 97.3% of students taking the AP test at the end of the school year. Drop out rate is currently 0%.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Overall Math scores shows scholars below grade level, with only 44% of scholars reaching "meets" on state exams.	Teachers are not teaching to high levels of rigor.

★ = Priority

School Processes & Programs

Summary

Leaders train teachers through a coaching cycle that ensure teachers are developing individualized skills to drive their teaching. All teachers participate in a daily Deliberate Practice protocol, which allows teachers to learn skills together while also ensure that school systems and procedures are universal.

Lead team meets multiple times a week with a different lens, including instructional rounds, tactical, huddle, and schedule meetings. This ensures that all areas of the school are functioning effectively and roles are clear.

Teachboost has been used to track and monitor teacher growth, development, and feedback.

All teachers have access to projectors, document cameras, and computers. Pear deck has been integrated into lessons across all contents, allowing for students to receive real-time feedback. Chromebooks are 1-1 across all grade levels.

Strengths

IDEA provides students access to accelerated instruction through the 1:1 technology device.

IDEA curricular resources include high-quality instructional materials that earn the highest ratings on national evaluation measures across all contents including electives courses. This curriculum is regularly evaluated using a quality evaluation tool, ensuring alignment to the Texas Essential Knowledge and Skills and AP course standards, as well as the STAAR/EOC and AP exams. 100% of students take at least one Advanced Placement course each year. During the 24-25 school year, 97.3% of 9th graders took an AP test at the end of the year.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Teacher ratings and feedback on Teachboost were inconsistent across managers, resulting in a variance in amount of feedback given to teachers.	Novice leaders struggled to calendar time to effective coach teachers.

★ = Priority

Perceptions

Summary

Staff retention for the 24-25 school year is 79%.

Booster club has begun supporting with after school sports including flag football, basketball, cheer, softball, baseball, volleyball, track and cross country. Scholars are highly involved in these sports, with all eligible sports making to the regional competition.

The goal of 60% engagement from families and community members during our monthly family engagement events was surpassed, reaching 89% across all events throughout the school year.

Currently, student persistence for the 24-25 school year is 92.69%. This is below the benchmark for this time of year and is a 14.43% increase from the 23-24 school year.

Strengths

Student persistence has increased from 23-24 school by 14.43%, showing that scholars and families are more content with our culture, courses, and activity offerings than they have in previous years. Our 8th to 9th grade persistence increased by 26.64%.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Mid-year hires did not remain with Yukon for the following year.	Leaders did not provide clarity about scope of role or effectively onboard mid-year hires.
2	New to IDEA scholars that entered 9th grade mid-year left within 2 weeks of their start date.	Families were not fully aware of the expectations and culture of IDEA.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Teacher ratings and feedback on Teachboost were inconsistent across managers, resulting in a variance in amount of feedback given to teachers.	Novice leaders struggled to calendar time to effective coach teachers.
2 ★	Overall Math scores shows scholars below grade level, with only 44% of scholars reaching "meets" on state exams.	Teachers are not teaching to high levels of rigor.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Student Achievement Domain**

Student Data: Assessments

- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- [x] **Student failure and/or retention rates**
- [x] **Observation Survey results**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Annual dropout rate data**

- [x] **Attendance data**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Campus leadership data**
- [x] **Evaluation(s) of professional development implementation and impact**

Parent/Community Data

- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Capacity and resources data**

Goals

Goal 1 IDEA Yukon will improve % Meets on Math STAAR.

Performance Objective 1 ☑ High Priority

Meets will increase from 44% to 55% on STAAR Math.

Evaluation Data Source: STAAR, Unit Exams, Bi-weekly Exams, Exit Tickets

Strategy 1

Teachers will track priority scholars and overall outcomes using daily exit tickets.

Problem Statements: Student Learning 1

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Overall Math scores shows scholars below grade level, with only 44% of scholars reaching "meets" on state exams.	Teachers are not teaching to high levels of rigor.

Performance Objective 2

SPED scholars will earn an SAS of 40 on all STAAR Math exams.

Evaluation Data Source: STAAR, Unit Exams, Bi-weekly Exams, Exit Tickets

Strategy 1

SPED teachers will participate in daily Exit Ticket Huddles.

Strategy's Expected Result/Impact: SPED teachers will be able to support the identification of misconceptions and reteach strategies of priority SPED scholars.

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November	March	July

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Overall Math scores shows scholars below grade level, with only 44% of scholars reaching "meets" on state exams.	Teachers are not teaching to high levels of rigor.

Goal 2 IDEA Yukon will improve overall achievement scores on all STAAR exams.

Performance Objective 1

Masters will increase to an average of 25%

Evaluation Data Source: STAAR, Unit Exams, Bi-weekly Exams, Exit Tickets

Strategy 1

100% of teachers will utilize Student Data Folders.

Strategy's Expected Result/Impact: Scholars will become more invested in their learning because they will know their goals and track their own progress.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July

Performance Objective 2

90% of scholars will pass EOC exams.

Evaluation Data Source: STAAR, Unit Exams, Bi-weekly Exams, Exit Tickets

Strategy 1

SWAM meetings will be held within 1 week of all exams.

Strategy's Expected Result/Impact: Teachers will be able to identify key misconceptions.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November	March	July

Goal 3 IDEA Yukon will be a safe and healthy campus.

Performance Objective 1

100% of emergency drills we be completed.

Evaluation Data Source: Power Apps tracks all drills

Performance Objective 2

100% of teachers will utilize PBIS by giving a minimum of 10 points per week.

Evaluation Data Source: PBIS reports dashboard.

Strategy 1

Provide weekly updates on PBIS usage by grade level and by individual teacher.

Strategy's Expected Result/Impact: Each teacher will become invested in positively support school culture.

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November	March	July

Goal 4 IDEA Yukon will increase scholar persistence.

Performance Objective 1

Yukon will have monthly scholar and family events.

Evaluation Data Source: School counselor tracker

Strategy 1

Campus will backward plan all events for the 25-26 school year.

Formative Reviews

November	March	July

Goal 5 IDEA Yukon will increase scholar attendance.

Performance Objective 1 ☑ High Priority

Yukon will increase ADA by 5% for the 25-26 School Year.

Evaluation Data Source: Powerschool/Locus Dashboard

Strategy 1

Attendance incentives will be in place for 100% of grade levels.

Formative Reviews

November	March	July

Title I Summary

Title I Personnel

Name	Position	Program	FTE
GUADALUPE CRISTAL GILBERT	TEACHER - INTERVENTIONIST	School-wide Program	1
MELISSA GRACE RAMIREZ	TEACHER - INTERVENTIONIST	School-wide Program	1